

# Public Libraries

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## The Library and Adult Education

H. H. B. Meyer, president, A. L. A., Washington, D. C.

One does not get very far into the subject of adult education before it becomes apparent that the primary impulse in the recent movement comes from the workers. If we were in England or one of the continental European countries, I would say laboring classes but we do not have classes in this country. If, however, I were to say that adult education is one phase of the labor movement, a flutter of apprehension would pass through the dove-cotes at this new inroad of radicalism, but I will refrain, and the dove-cotes can go on cooing until the policy of *laissez faire* meets its just reward.

There are perhaps few subjects of which it can be said with equal truth as of adult education that "there is no new thing under the sun."

To illustrate that the workers are not asking for something so entirely new, I will draw my example from the Spitalfields weavers. Spitalfields is a district in the White Chapel region of East London where a community of French silk weavers settled after the revocation of the Edict of Nantes. They flourished abundantly until 1824 when the repeal of the Wages act deprived them of the protection they had enjoyed under that law. Edward Church, who lived among them for 30 years, gave an account of them in 1840.

After the repeal of the act, the wages of the Spitalfields weavers fell so low that in order to live they had to work increasingly long hours. Hence the gradual decay of the various societies for mutual instruction and recreation which they had formed.

Church describes these societies in the following words:

The Spitalfields mathematical society is second in time to the Royal society and still exists. There was an Historical society which was merged in the Mathematical society. There was a Flori-cultural society, very numerous attended, but now extinct. The weavers were almost the only botanists of their day in the metropolis. They passed their leisure hours, and generally the whole family dined on Sundays, at the little gardens in the environs of London, now mostly built upon, in small rooms about the size of modern omnibuses (1840) with a fireplace at the end. There was an Entomological society, and they were the first entomologists in the kingdom. The society is gone. They had a Recitation society for Shakespearean readings, as well as reading other authors, which is almost forgotten. They had a Musical society, but this is also gone. They had a Columbarian society, which gave a silver medal as a prize for the best pigeons of the fancy breed. They were great bird-fanciers and breeders of canaries, many of whom now cheer their quiet hours while at the loom. Their breed of spaniels called Splashers were of the best sporting blood . . . Many of the weavers were Freemasons, but there are now very few left, and these old men. Many of the houses in Spitalfields had porticos with seats at their doors, where the weavers might be seen on summer evenings enjoying their pipes. The porticos have given way to improvements of the pavements.

I am quoting this from an essay by Edmond G. A. Holmes, *The Spitalfields weavers*, based on Church's report, an essay that is worth the time of anyone who is interested in this subject to read.

In Ruskin's *Sesame and lilies* you will recall that certain paragraphs are printed in red. These give a picture of utmost degradation and poverty now known to be a description of the last stages of one of these families of weavers. It is surely not surprising that the workers are reach-

ing out for some of the things they formerly possessed.

To illustrate that this is no new thing from the librarian's point of view, I draw two examples of adult education that have fallen under my own observation.

I used to know an engineer in New York City who was in the habit of giving the last 15 minutes of his noon recess to his "pipe and a book." During a brief absence one day, the book was picked up by one of the young men in the office, who began reading Rab and his friends. The awkward apologies of the young man were met by the friendly interest of the engineer; he chatted with him about the book and incidentally learned that the young man had only the meager elementary schooling a New York orphan asylum of those days afforded. The book talks were repeated, books were lent, and soon a fine example of adult education was flourishing that turned out well worth while. The young man in a few years became the general manager of a pipe foundry in a southern city and is today a man of character and culture, well respected in his community.

There used to be an old Lutheran church in New York City one block west of the Bowery at the corner of Elizabeth and Broome streets, long since swept away by the "march of progress." Among the congregation was a young man who used to come early on Sundays and help the sexton open the church. One Sunday the minister came upon him reading a small shabby old book which turned out to be Hinck's Summary of ancient and modern history. The book was not as dry as most outline sketches of history or the young man's interest must have been unusual, as it appeared that he had read it through several times. It was the only book he owned. The minister, who was fond of history himself, lent him books and his friendly interest secured him the privileges of the old Apprentices library on Broadway, north of Broome street, conducted by the Mechanics Institute of New York. He also induced the young man to join one of the "night schools," as they were then called, and

another example of worth while adult education was soon flourishing. This young man became and is now the head of the history department in one of the larger high schools in a nearby city.

There is no need to multiply examples, those librarians who have had any extended experience can offer examples of equally good adult education. The subject is not new. What is new is the recent advance and the awakened sense of librarians that in the library they have an instrument in certain respects better adapted to satisfactory adult education than most of the instruments now in use.

What do we mean by satisfactory adult education? Cannot we draw our definition from the two examples given above? Is it not judicious guidance adapted to the circumstances and needs of the student?

It is in their adaptability that most other instruments fall short. Classes, clubs, reading circles, night schools, all demand of the student attendance at a certain time and place, and limit the subjects to those included in their curricula. The library is open from early morning to late at night, and the student, especially the worker, comes during his free hours; the limitation of place is largely removed by the lending system and the establishment of branches and lending stations. The curriculum of the general library embraces all subjects, there is no limit.

Where the library at present fails is in the judicious guidance it can give, and this is the point on which we hope the present study by the A. L. A. will throw the most light. There is a certain advantage in class contact which the library cannot at present give.

One does not get very far into the existing literature of the subject before it is discovered that the most important publications are certain British documents prepared by the Committee on adult education of the British ministry of reconstruction. The flexibility and adaptability of the English constitution were never better illustrated than by the ease with which a minister of reconstruc-

tion was almost instantaneously added to the British cabinet toward the end of the war. The terms of reference to the committee for making its investigations were "To consider the provision for and possibilities of adult education (other than technical or vocational) in Great Britain, and to make recommendations." Note the pointed exclusion of technical and vocational education. The results were the publication in 1918 and 1919 of three interim reports and a voluminous final report. These reports have furnished the basis of practically all subsequent studies, not merely in Great Britain, but in other countries as well.

The findings clearly indicate that a large part of the adult population need and desire education to such an extent that they are willing to overcome difficulties and put themselves to great inconvenience and expense to secure it. It is most interesting to note that the demand is for education of a non-vocational character and that it seems to arise from a desire for a fuller life among all classes, but especially the workers. The motive is partly social, probably springing from the idea that education will better fit them to take a part in the work of their own organizations. This social purpose shows an appreciation of the responsibilities of citizenship most desirable, not only because of the immediate problems left by the war but the more remote and perhaps more difficult problems springing from the rapidly growing material conquest of the world by man putting his scientific knowledge into practice. In the background of our present study of the problem looms the absolute certainty that the more extended use of mechanical appliances is going to add to the leisure time of everyone, but especially of the workers, and librarians must do their share in providing the means for using this leisure time and not allow it to be given over to mere idleness.

The reports show that agencies for adult education have been at work for more than 150 years. It will be interesting as well as amusing to quote from the final report what is said about Hannah More:

From 1790-1800, Hannah and Martha More instructed the miners of Somerset in the Scriptures, and, in particular, in such practical applications of them to contemporary circumstances as might lead their pupils "to see more clearly the advantages you derive from the government and constitution of this country and to observe the benefits flowing from the distinction of rank and fortune, which has enabled the rich so liberally to assist the low."

Such a sycophantic attitude of mind is impossible today in England or any other country pretending to some enlightenment on the labor question. It should be noted in passing that the British are at least a quarter of a century in advance of ourselves in their handling of labor problems; but, on the other hand, their libraries, as shown by the third interim report of the committee (which is on libraries and museums) are not so well able to meet the demands arising out of this movement for adult education as American libraries are.

Education, or the lack of it, is at the root of all of our social problems. Panaceas for social evils are being suggested from every side. Surely the best way to meet these suggestions to determine their value is by an understanding and intelligent approach. Some are good, some are bad, but an educated individual surely will be better able to sift them than one whose mind has no knowledge, no understanding, no background.

Leadership of an unintelligent following is more and more apt to degenerate into a form of tyranny. That is what it has always been, tempered only by the good qualities of the leader. Leadership of an intelligent, that is, an educated following, must become more and more statesmanship, and if it is to maintain itself, must become statesmanship of a more and more high quality.

The saviour of our modern western civilization is, and in fact must be, intelligence. Mankind has not yet discovered a way to create intelligence; it is a gift to mortals at birth and departs with them at death. But it is intelligence, operating on the material and spiritual world, on things and on ideas, that has created civilization. That is the legacy, the great

gift, that past intelligence has given to mankind and it is only by intelligence that civilization can maintain itself and develop further. When we look back over the past history of mankind, it is always when unintelligence is directing affairs that civilization is retarded and mankind suffers.

While we are unable to create intelligence, we can develop it and train it by

education and this is where the appeal to take part in this movement comes to you and to me and to every man who takes a look into the future. Intelligence will always strive to take from its environment such information, and examples, yes, even such education as it may need. Let us see to it that the library becomes a visible and tangible part of every such environment.

*(To be continued.)*

### Can a Trained Librarian Be Made to Pay?\*

John Griffith Ames, trustee, Public library, Jacksonville, Ill.

There are certain self-evident propositions in this world which, because they are self-evident, are very difficult to prove. I fear that this may be one of them. Since an affirmative answer to the question is, or ought to be, self-evident, I also fear that any remarks I may have to make in trying to answer it will be trite and stale to a group such as this. Nevertheless, I shall try to answer it.

From the ordinary man in the street, I venture to assert, the broader question—Does a public library pay?—would elicit a negative answer, and chiefly because of his ignorance. At the same time, from certain perhaps educated, yet uninformed, wealthy citizens of our communities, would come the same negative reply, and for the same reason, ignorance, though of a different origin.

If this be true, as I believe it to be, I fear that the same negative answer to our question—Does a well-trained librarian pay?—will be forthcoming not only from the uneducated man in the street, and from the uninformed man of leisure, but also from the general taxpayer; and his answer in the negative will be due to much the same reason—ignorance, although perhaps it would be better expressed by "thoughtlessness."

Now, it is within the ability of a well-trained and experienced librarian to dispel this "thoughtlessness" on the part of the general public in regard to libraries.

As I see the situation, this is one of the most valuable contributions which a librarian can make to any community, and therein it must be evident that he or she can be made to pay, or rather, *will* pay. The day has passed when libraries are mere repositories of books and magazines to be mechanically cataloged, mechanically arranged upon the shelves, and as mechanically doled out to seekers after either knowledge or pleasure. The modern librarian must be something more than a perfectly trained machine if she is to pay large dividends to the public who employ her, and whom she serves through, and by means of, the library.

What is a library? It is the great popular university, supplementing the public schools, colleges and universities of this country; an institution whose students are of all ages from little children to old men, of all races and all occupations, all creeds and all classes—and as such the library, no matter how small, deserves to have at its head a librarian who has, first, a knowledge of the business of library management and, second, the ability to justify to the general public, the existence of the institution: two separate, yet not wholly different matters. Would a board of trustees of one of our colleges think for one moment of employing a person to preside over their institution who was not well trained in educational matters? Again, a library may be likened to an expensive and delicate machine which must always be ready

\*Read before Trustees' section, Illinois library association, Bloomington, October 22, 1924.



accurately and quickly to respond to any reasonable demands that may be made upon it. Who, having acquired such a machine, and not knowing how to operate it, would be so foolish as to put it in the hands of one untrained in the intricacies of its operation? What man among us, having an important case in court, would hesitate to secure the services of a well-trained lawyer? And so I might go on multiplying analogies. It must, however, seem unnecessary to any trustee here present.

No matter, then, how small the library, or how limited its financial resources, it deserves a well-trained librarian at the highest salary it can possibly afford, if it is to be of the educational value to the community that it should be. Such a librarian will make a library of a few books of much more value to the community than would be a library of many more volumes under the management of an incompetent librarian; for the well-trained librarian knows books and conditions, is alert to the needs of the community, and is ready to meet them—is in fact a social worker in its broad interpretation. In addition, she knows library material, technical methods, and the mechanism of her machine from A to Z. Because of her training, she knows best where to buy books, equipment, fittings and furnishings. She is an authority in the field of books, of book-selection, book-advertising and book-distribution. She knows the details and the needs of every department of her institution from the *inside*: the number of necessary assistants, the value of each, and so on. And knowing these things because of her training, she can be trusted to take care of the details, to supply the needs so far as the finances will permit, and to manage the library efficiently. Although she may not, yes, cannot, be an authority on all the arts and sciences, yet—again because of her training—she knows the general sources from which valuable information on these subjects is to be secured, and is not likely either to disappoint an enquirer, or to offer material that is entirely foreign, unfit, or use-

less. Surely, in this matter of competent internal management of the library, she is a paying investment.

A well-trained librarian will pay to any board of trustees large dividends in the mere matter of personal or corporate worry alone, but mainly on one condition, which is this, that the board keep "hands off." You may well ask what I mean, and perhaps throw up your hands in amazement. But remember that I am talking about a *well-trained* librarian. If she is well-trained, place confidence in her. It will not be misplaced. But first be sure that she *is* well-trained. If your board is looking for a librarian, try this plan which I know to have succeeded admirably:

Someone has been recommended for the position. Submit to her a frank statement of the total sum at the disposal of the library and ask whether, after deducting her salary (whatever it may be), she believes that she can successfully operate the library on the amount remaining. If she says that she can, engage her, and give her a free hand in the management of the library—with this restriction only, that she submit a budget, and that she run the affairs of the library within that budget. Because she is a well-trained librarian, she knows what she can do, and she will efficiently conduct the library. It stands to reason that such a librarian whose business is library-administration, can better conduct a library than can a board of trustees, business and professional men and women whose interest in their library may be ever so deep, but whose knowledge of the intricate and manifold details of library-management and administration is lacking.

But more than in this removal of a burden of worry and care from the shoulders of a library board—more even than in the efficient internal management of the library, the paying qualities of a well-trained librarian will make themselves felt in many ways outside of the library proper in the community in extramural activities.

I have already suggested that there are two kinds of well-trained librarians. I can conceive of two librarians who have each had a high-school and a college education, who have each attended, for the same length of time, a good library school, and who have each had the same number of years of library experience; and yet one of them has soon become a decided asset to the institution and to the community which she serves, while the other has remained a mechanical librarian, performing the ordinary library duties, systematically and according to the latest and most approved methods, but who yet is little more than an accurate machine, not a live, vital, resourceful asset to the library or to the community; not one who improves and broadens the efficiency of the library on the outside; who gets the ordinary tax-payer and business man to realize that the library is the great educational center of his community for people of all ages and of all classes, just as the public school is for the children of a certain limited age.

What makes the difference? It is that intangible something called personality, the humanizing power which some people possess that enables them to touch the chord of human interest and awaken a response of human appreciation and co-operation. Although, perhaps, no library school can impart this humanizing power, can teach this "human touch," yet I believe that loyalty to her profession, co-operation within the profession, and an eager desire and willingness on the part of a librarian to exchange, offer and receive suggestions of practices which have proved helpful to other librarians, and an earnest attempt to put these suggestions into effect, will go a long way toward securing this most valuable and paying quality.

The impersonal, mechanical librarian, the librarian, no matter how well trained in the mechanics of her profession, who lacks the "human touch" (and what a pity if she lacks it—she who comes in daily close contact with hundreds of people of all ages whom she might immeasurably assist)—may be, and doubt-

less in some respects is, an asset to any library, and may pay, or be made to pay. But the librarian who, besides being an authority on the mechanics of her profession, is a true social worker registering quickly and definitely not merely the needs, but the desires and aspirations of the people with whom she comes in contact both within and without the library, is of incalculable value. She it is who will dispel the ignorance of the uninformed tax-payer whether rich or poor, who will, by various obvious and subtle means, arouse in the hearts of the ordinary business man of the community a feeling for, or better, waken a knowledge of, the value of a library not only to himself but to his town or city as an institution that can uplift the whole plane of its life.

Allow me to suggest just a few of the ways by which she can accomplish this. First of all, she should identify herself with the people of the community. There are always the various women's clubs in which to create an interest in her institution. Where you have interest, you will have information. She should do the same for men's literary clubs, the chambers of commerce, the Rotary club, the Kiwanis club, the Lions and other service clubs; and I know of no persons who more need to be interested in and enlightened about libraries than business men.

Again, the true social librarian gets into close touch with the officers, nurses and patients of the hospitals of her community. The librarian of initiative co-operation seizes the opportunity to extend the service of her institution beyond the walls of the library; she conducts a tent library on the Chautauqua grounds for the benefit of the campers. The librarian with the "human touch" does not neglect the school children. Not satisfied with the children's department of the library with its own peculiar books and its story hour, she does not wait for the children to come to the library, but goes to them at the schools, where she tells them of the library and of its wonderful contents.

And so I might go on enumerating obvious and subtle ways by which, both within and without the library walls, a well-trained librarian with vision and enthusiasm may extend the usefulness of

her library and dispel ignorance as to its value. I think, however, that I have said quite enough to justify an affirmative answer to the question, Does a well-trained librarian pay?

## Stimulating Children's Reading: What Dayton Has Been Doing<sup>1</sup>

Bertine E. Weston, Public library, Dayton, O.

During Good-book week last November, the children's room at the main library had a special display of books for each day of the week.

Monday was called Boy Scout day and we had an attractive display of adventure stories, stories of famous men, humorous stories, tales of chivalry, outdoor life and books of information. We also had a list of books that Boy Scouts would like to take home.

Tuesday was Girl Scout day and we had keen coöperation from the Scout director in Dayton. We sent copies of our *Reading List for Girl Scouts* to headquarters and the director sent a copy to each of the 600 Girl Scouts in the city, together with an invitation to visit the children's room on Tuesday and see the display for them and the model book-shelf for Girl Scouts which would be there all the week. On this day, there were many khaki uniforms in the children's room and, in fact, all the week the girls were in, poring over the model book-shelf, which carried the following titles:

Scouting for girls  
Book of stars—Mitton  
Book of woodcraft—Seton  
Familiar trees—Mathews  
Wild animals I have known—Seton  
Back-door neighbors—Pellett  
Campward Ho!  
Shelters, shacks and shanties—Beard  
Indoor and outdoor recreation for girls—Beard  
Swimming and diving—Barnes  
On the trail—Beard  
Games—Bancroft  
Home book of verse—Stevenson  
Girl's book of verse—Davis  
Costumes and scenery for amateurs—Mackay

Patriotic plays—Olcott  
Patriotic plays and pageants—Mackay  
Story of a pioneer—Shaw  
When I was a girl in Italy—Ambrosi  
Louisa May Alcott—Moses  
Story of my life—Keller  
Wind in the willows—Grahame  
Peter Pan—Barrie  
John Halifax, gentleman—Craik  
Around the world in eighty days—Verne  
Bob, son of battle—Ollivant  
Heidi—Spyri  
Adventures of Nils—Lagerlöf

These titles were all taken from our *Reading List for Girl Scouts* and, as a Girl Scout studies a wide range of subjects, we had to make our list cover a wide range of titles. Later in the year this list was used for a reading contest among the Scouts. Headquarters offered a prize of a Scout handbook autographed by Mrs Juliette Lowe, founder of the Girl Scout movement in America, to the girl reading and reporting-on to the library, the most titles from this list within a period of three months. During this time, at the main children's room, there was a special shelf of books for Girl Scouts consisting of titles on this list. The contest was won by an eighth grade girl reading and reporting-on 25 books.

Wednesday was Parents' day and we had for them a list and display of books on children's reading, child study and training and stories about children. Many club leaders as well as parents and teachers came in to talk over these books and those who came learned that the library could help them with their problems as well as give them good stories to read.

Thursday was Gift-book day, and we displayed our beautiful editions of fairy tales, books of poetry, stories for little folks, adventure stories, history and sci-

<sup>1</sup>Presented at meeting of Ohio library association, Columbus, October 9.

ence and books of information to the parents and friends of children looking for gift books for Christmas.

Friday was for little folks and we had for them lovely fairy tales and picture books, poetry and stories that they would like. Good-book week ended Saturday with a story hour at the main children's room. During the week, however, we had told stories every day in some school or branch library, reaching in all a total of 1089 children.

Throughout the year, story tellers from the main children's room have reached a total of 3500 children with stories. Stories have been told in the school and branch libraries, at settlement houses and even on street corners at book wagon stops. There is nothing more stimulating than stories well told—and is there anything the children enjoy more than hearing a good story?

#### **Registration and vacation reading campaign —Adventures in Bookland**

This summer Dayton did even more than usual to stimulate children's reading, in a campaign with a two-fold purpose—registration and vacation reading. We found that a large number of the children enrolled in the public schools did not possess library cards, so we planned a registration campaign in each room of each public school in the city. We wanted to *know* that every child of reading age knew about the library and those that wanted a card had had an opportunity to get one. The Vacation reading contest was a secondary plan and conceived as a means of holding these new card holders after we had drawn them to the library and of stimulating the summer reading of all the children. In May and June, 31 public schools in Dayton were visited and a short talk about the library was given in each room, and the children were invited to enter the Vacation reading contest. The contest was called *Adventures in Bookland* and was open to all children having library cards from the fourth through the eighth grades. The contest began as soon as school closed for the summer and each child was to read from five lists of books

on different subjects—Animal tales; Boys and girls of many lands; Stories fanciful and true; Adventures on land and sea, and Out-of-door life. The name of each child entering the contest was placed on a bulletin board and a silver star placed after his name for each book read and reported on. When he had read 10 books a gold star was placed after his name. Two gold stars or 20 books read and reported on won the contest.

Perhaps you ask why we had so many lists for the children to read from. There were two reasons. Each winner must have read four books from each list and the grouping of the books invited his interest and stimulated him to go on reading. We were, with certain limitations, directing the reading of each child entering the contest and maintaining a fairly balanced ratio. The second reason is one we all know and recognize—many children read only one type of story and it is impossible to direct their reading into different channels. This one incident will show you how this variety of lists helped one boy to get out of his "reading-rut." A little Greek boy had been reading over and over the Boy Scout titles in the children's room at the main library. He could be persuaded to read nothing else, but when the Vacation contest opened, he entered. He read and reported on his 20 books and won the contest, and we were encouraged. However, the very day he finished reading his 20 books, he took out more Boy Scout books. This was disheartening, but the next day these books were returned and he went to the librarian to whom he had been reporting his contest books and asked her "to pick him out a good story."

Sometimes the children told us what books they liked best on the contest lists. One boy said *Master of the Strong Hearts* was the best book he had ever read; another boy thought *Up from slavery* was a pretty good story; a little Jewish girl liked the life of Louisa May Alcott by Moses because, as she said, "I had read *Little women* by her before." The *Magic forest* by White and Moni, the

goat boy by Spyri were great favorites among the younger boys, and the older girls could not decide whether they liked Dena by Gardner better than they did Treasure flower by Gaines. We had one veritable book-worm among our contest winners—a little girl in the seventh grade, who read and reported on 70 books during the two months of the contest. She is a child who reads all the time and her mother says she is glad that her daughter is reading something besides fiction since the contest.

The boys and girls entering the contest numbered 541 and during the months of July and August they read and reported on 5477 books; 153 children (91 girls and 62 boys) won the contest and 30 more received H. M. by reading 10 books. To the winners, we awarded a certificate from the Dayton public library and we hope to be able to claim school credits in reading for them. Among the winners there were 12 races represented and of the 153 winners, the greatest number (43) were from the eighth grade and the smallest number (12) from the fourth grade.

As a direct result of this campaign, there are over 12,000 children in Dayton (a gain of 2500) who have library cards, and 1281 of these are from the parochial schools. During the past 12 months these boys and girls have read more than 307,000 books.

We feel that our success lies in having made a beginning. There are, as a result of the contest, 541 children in Dayton who feel they know their own children's librarian—for one cannot review 20, 10 or even five books to a librarian without feeling a little acquainted with her. These children, especially the winners, feel that the children's room is their library. When the certificates were given out to the winners, these boys and girls brought their fathers and mothers to the library with them and we had such a large group gathered together in the interest of books and reading that our children's room was overcrowded. We want every child in Dayton to feel that the children's room is his own library; that here is a door through which he may enter Book-land and share with other boys and girls his book friends.

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### In the Letter Box

#### A Fine Chance to Learn

Editor, PUBLIC LIBRARIES:

In reference to your editorial in the November issue anent Seattle as the 1925 meeting place for the A. L. A., we of the Pacific Coast hasten to express how highly flattered we feel in learning that "Washington, Oregon and California cannot be said to be in need of the impulse that would come from such a meeting" since (as the editorial states) the development of library service is represented here by equipment and service to the farthest degree, etc.

But is this not the most cogent appeal yet presented in *favor* of holding the annual meeting in the far West? Surely, the very advanced stage of library development on the Pacific Coast to which you allude, should prove it a worthy exhibition ground for the demonstration of

correct library methods and super library service, which the more distant and less favored members of the A. L. A. can hardly afford to miss!

To the latter, therefore, who constitute a respectable majority of the association, a meeting in Seattle means a great opportunity and the first such in 10 years! Let us give them their due!

May I also add that the California library association has already made arrangements for its annual meeting contingent upon the A. L. A.'s choice of Seattle, as originally announced? Eureka, the northernmost meeting point in the state, has been selected with the express purpose of facilitating the attendance of Californians at Seattle immediately following the California meeting and in spite of the fact that 90 per cent of our members live in the central and southern



portions of the state and will have to travel—those who can attend—from four to eight hundred miles to reach Eureka.

We trust the A. L. A. to keep its appointment.

H. O. PARKINSON  
Public library President, C. L. A.  
Stockton, Cal.

### For Distribution

Editor, PUBLIC LIBRARIES:

This library has about a score of copies of both the German soldier in the wars of the United States and American history from German archives with reference to the German soldiers in the Revolution, and Franklin's visit to Germany. Both of these books are by J. G. Rosen-garten. While they last, we shall be glad to send one or both of them to any library. The postage will be 10 cents a volume.

ASA DON DICKINSON  
Librarian  
University of Pennsylvania  
Philadelphia

### No City Meeting of A. L. A.

Editor, PUBLIC LIBRARIES:

PUBLIC LIBRARIES is quite right about a city being a wrong place for a meeting of the A. L. A. We have found it so time after time, so why choose again a large city for the 1925 meeting?

I wonder if there isn't any nearby place that would take us in and yet allow opportunity for spending a day or two in Seattle?

I join you in saying, "No city meeting for the A. L. A."

FRANK P. HILL  
Brooklyn, N. Y.

### Library Uses

Editor, PUBLIC LIBRARIES:

I think others might be as interested as we were and so we send a note to PUBLIC LIBRARIES about the last chapter of a new book, *Beggars of life*, by Jim Tully, published by Albert & Charles Boni of New York. In that chapter, he tells of stealing books from libraries and goes

on to enumerate actual titles and places where he stole them.

We have bought the book, but are not putting it on the open shelves lest it should be too suggestive.

LINDA A. EASTMAN,  
Librarian  
Cleveland public library  
Cleveland, Ohio

### An Impossible Task

Editor, PUBLIC LIBRARIES:

You will help settle a dispute by telling in PUBLIC LIBRARIES the author of the following:

I expect to pass through this world but once. Any good, therefore, that I can do, or any kindness that I can show to any fellow creature, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.

Author unknown. Claimed for the following: Stephen Crellet, Addison, Emerson, Edward Courtney, Carlyle, Rowland Hill, Marcus Aurelius, A. B. Hageman, W. C. Gannett, and Chesterfield.—*Hoyt's New Cyclopedia of Practical Quotations*, under "Life." Supplied by Chicago public library.

### Library Survey Questionnaire

With the mailing of the Library survey questionnaire, about November 15, to all public and college libraries of more than 5000 volumes, the responsibility for the success of the survey has been temporarily shifted. The preliminary work of the committee has been completed. The final work (the preparation of the report) is still to be done. The intermediate work of supplying the committee with the necessary information is the connecting link, without which the preliminary work will have been wasted, and the final work can never be accomplished. That this link will be supplied, the committee is confident. That it may be supplied as promptly as possible, is earnestly desired, for a great deal remains to be done before the results of the investigation can be properly tabulated and suitably presented in a printed report. Complete, accurate, specific information concerning every library's organization, support, administration and service is essential.

C. S. T.

### Unjust Charges

In the public press of the country appeared the following statement sent out by the International Labor News service in the late summer:

Great foundations, including the Carnegie Foundation, are bitterly assailed in a report made today by the Librarians' union to the American Federation of Labor. The report was referred to the standing committee on education, composed of George W. Perkins, Matthew Woll, John F. Frey and Charles Baine. This committee was instructed to investigate the charges found in the report and to bring in a set of findings for final action.

The charges are, briefly:

- 1) That Carnegie libraries are not controlled by the municipalities in which they exist and to which they have been given.
- 2) That such libraries are controlled by boards of trustees in no sense responsible to the people but appointed generally by the foundations themselves, or with their approval.
- 3) Such control, under the terms of the Carnegie contracts, is perpetual.
- 4) Public moneys, appropriated by cities and states, pass out of control of the givers immediately upon their donation and are administered by the foundations or their trustees.
- 5) That there is rapidly coming into being a system under which only books approved in a certain manner may be placed on Foundation library shelves and that amounts to a censorship and is so intended.
- 6) That an unjust certification of librarians is coming into practice and is being urged generally as a law of the future; this system exists by law now in three states.

The librarians presented their report after a long study of the situation and they urge, among other things, that civil service be introduced for library employees. They urge that some way be found to restore full municipal or local control over libraries, no matter by whom founded or financed, in the belief that a library is a public utility and that its shelves must not be controlled by any agency except a public agency constantly responsible to the public.

To one having any knowledge of the subject, the charges appear as a tissue of false statements, made either with malice aforethought or, if sincere, without having the slightest information on which to base the accusations. There is room to question whether the authors of the charges are entitled to the designation of librarians.

Investigation will show the following:

- 1) Tax supported libraries whether Carnegie or not are controlled by the municipalities in which they exist and to which they have been given, through trustees appointed by legally constituted authority.
- 2) Search has failed to show so far a single tax supported library governed by "the foundations themselves or their trustees," without some municipal connection.
- 3) Since no such control exists, it cannot be "perpetual." The New York reference libraries come near but not quite to that point. The New York state law of 1902, however, provides that the mayor of the city, the city comptroller and the president of the Board of aldermen, with two members appointed by the mayor, shall represent the city on the Board of trustees of the New York public library. Surely there can be no opportunity for wrongfully conducting the affairs of the institution with such "watch dogs" present.
- 4) In most states, the law places the spending of funds raised by taxation for library support entirely in the hands of publicly appointed library trustees who spend the funds under authority given them by the state law.
- 5) The books on the shelves of public libraries are chosen on the best judgment of the library administrators out of the large volume of printed matter on the market, as best suited for the demands made on the library. Probably no book in any library in the United States was bought because it was approved by Mr Carnegie or any of his foundations.
- 6) "Unjust certification" of librarians is a matter of opinion. Natural ability, education and experience are the bases on which certification is being urged. Library certification is nothing more or less than applying the merit system of Civil service to a single profession.

It is pitiful that a public institution doing such well-known commendable work should be subjected to such vaporous attacks.

"We shall go into the charges made in a most thorough manner. They indicate a condition of most serious character, intolerable in a free country among free people," said Vice-president Matthew Woll. Those in library service who really know the facts in the case are glad to leave the matter in Mr Woll's hands. He is known by many of them as a sincere, intelligent man who is able to distinguish fairly between right and wrong. It is hoped that the findings of the committee of the A. F. L. will be given the same publicity as was given the charges.

M. E. A.

Monthly—Except August  
and September

## Public Libraries

216 W. Monroe Street  
Chicago, Illinois

M. E. Ahern, Editor

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Subscription - - - - -	\$3 a year	Current single number - - - -	35 cents
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Contributions for current numbers of PUBLIC LIBRARIES should be in hand by the fifteenth of the month previous to the appearance of the magazine. Advertisements for which proof is not required can be accepted as late as the twenty-second of the previous month.

### Sticking to the Text

THE meeting of the Trustees section at Bloomington was not up to the excellence of the last several years in attendance, presentations and discussions in this valuable part of the Illinois library field. This was due, undoubtedly, to a combination of circumstances, not to fault on the part of anybody. The company was small and therefore led to that informality which a small company generates and which, if rightly directed, is a valuable thing but may—as seemed to be the case in this instance—lead the speakers far afield from the topics which, for particular reasons, have been chosen for discussion.

While, to be sure, trustees attend these meetings in the interest of the institution which they serve, it might be questioned whether it is profitable to themselves or to the audience to give a detailed account of the institutions of which they are the trustees, whether the story be one conducive to just pride in efficiency or a story colored by needs which make the conduct of affairs something of a problem. The worst feature of this is when

the speaker takes an entirely different topic from the one assigned and which others may have come prepared to discuss. The disposition to tell “how we do” throws many a useful discussion of main principles off the track and brings about a feeling of futility that is most disheartening. “Our town” and “our library” and “our school” are all important—at times, but not always.

What may be called bad practice and one that is in no wise confined to any class of meetings is that where the speaker, either appointed or volunteer, expresses his opinion on a topic often times chosen by himself, consumes his allowance of time, and then leaves the room. This may be necessary at times, but there is always the problem to be decided as to whether the effect on the gathering which he has just addressed is detrimental to its best interest.

There was considerable of this done at the Trustees meeting at Bloomington, one after another leaving the meeting until only a mere handful closed the proceedings of the session. This is one of

the drawbacks in holding meetings of several sections at the same time and in often placing the same speaker on the program of all the sections. Surely there ought to be enough speakers competent to discuss any of the problems that are before the profession to warrant having separate speakers for different programs.

One meeting, particularly a trustees' meeting, ought not to suffer because of the drawing attractions of another meeting at the same time.

Here is something for program-makers to solve for it cannot be denied that there is much loss both of interest and helpfulness by present methods.

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### Help for Club Program Makers

IT might perhaps be carrying coals to Newcastle to recommend to librarians material in so well established and valuable a friend as *Scribner's Magazine* but sometimes, even among the best, worth-while material escapes attention, often at the very time it is most needed. It certainly would be superfluous information to tell how well questions of the hour, questions of universal interest, are presented by those able to present them. That may be taken for granted and every library, even the smallest, should have among its periodicals *Scribner's Magazine*.

What is intended here, therefore, is to call to the attention of librarians far removed from art centers the specially good article, Some suggestions for women's clubs, in the November *Scribner's* in the department, *The Field of Art*, by

the editor of the department, Royal Cortissoz. The article is one which should be presented to every study club in the country that essays to study American art. One always learns something by reading anything from Mr Cortissoz in any of the many lines in which he is interested—biography, travel, art and other subjects. But in the article here referred to, written in answer to an inquiry from a program maker, he gives definite instructions how to proceed, describes places, times and people, in short, gives a most direct and helpful answer to the ever recurring request for "suggestions for our club which has American painters for its subject this year."

Another article in this number also, which is very pertinent at this time as relating to adult education, is that by Dr Henry S. Pritchett—A tale of two cities.

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### Revised Chapter on Library Work With Children

A REVISED chapter on Library work with children in the perennial *Manual of Library Economy* (No. 29) has just been issued by the American Library Association. The revision was made by Clara W. Hunt who speaks with authority on the subject and the pamphlet, as such, needs no introduction.

At the beginning of the discussion, one is staggered by the statement that letters from secretaries of the state library commissions during 1923 tell of children's rooms stocked with cheap trash. This is the more staggering since the revised chapter is supposed to tell the story of library work with children after a

number of years of definite work by the Children's Librarians section of the A. L. A. and lists innumerable by libraries, librarians and by the A. L. A. itself. To be sure, a controversy swirled about not long ago (were we not in it?) regarding a book that many librarians without reservation or restraint pronounced worse than trash, indeed, as being really harmful but which received the Newbery medal for being "the book of distinction of the year" from the Children's Librarians section at the hands of its presiding genius at the time and the author of the pamphlet, *Library work with children*.

Of special importance are the sections on coöperation, story-hours and library clubs, which ought to be studied in all

their leads by librarians who administer as well as by children's librarians. They are indeed the cream of "library essentials."

A point on which one might differ somewhat from Miss Hunt is her thought that there is nothing in print on some of the most important phases of the work and some of the articles helpful in their time are now out-of-date. Aside from these two points, doubtless of little importance to one so well equipped as Miss Hunt, the revised pamphlet on Library work with children contains definite information on many phases of it and will be received with hearty welcome by everyone interested in the service of books. Miss Hunt has rendered signal service in this work.

### A Deplorable Situation

**A** MOST deplorable situation is that which has arisen in regard to the relation existing between library circles of Greater New York and the city administration. For some reason not easy to understand, the New York public library, as well as the Brooklyn public library, has lost the sympathetic attitude of those in municipal authority and for a long time the situation has been one of charge and counter-charge, crimination and recrimination. This is a most deplorable thing from the standpoint of the only factor which really counts in the whole thing, namely, the establishment of contact with the public which the library was intended to furnish.

Personalities seem to have a good deal to do with the situation. It is possible, of course, for one on the outside with insufficient knowledge of local conditions

to form an incorrect judgment, but a statement sent out by the president of the Board of trustees of Brooklyn public library, David A. Boody, would seem to throw the reproach on the spirit of the city administration. Ex-Mayor Boody who, in his eighty-eighth year, is rounding out his twentieth year of service to the Public library of Brooklyn with the highest commendation of those who know the spirit of the man and the character of his work, one would say should not be included in what the mayor of New York calls "high-class manipulators." The situation as to the needs of the Brooklyn public library has been set forth in a statement signed by Mr Boody as president of the board, in which it is shown that the library has suffered drastic cuts by the City Hall in the most ruthless fashion. Under the Civil Serv-



ice contract by which the staff members are employed is the understanding that those entering the service of the library begin at a certain salary with a yearly increase until the maximum is reached. The money to meet this having been definitely eliminated, transfer of money from the book fund was made to meet obligations as it was necessary either to do this or allow members of the staff to leave the service of the library, and moreover, a Supreme court decision in New York declares that the trustees alone have the power to spend library funds, so that interference of the City Hall in the matter seems unwarranted.

The salary of the librarian of Brooklyn is \$10,000 a year and branch librarians receive salaries ranging from \$1500 to \$2040. Assistants and junior assistants receive pay in some instances as low as \$1200. These salaries will bear creditable comparison with salaries of other city employees.

The city press of Brooklyn is taking special interest in the treatment the Public library is receiving and it is to be hoped that justice in the matter will prevail as justice has sometimes, though often tardy.

The so-called Library Employees Union is credited with being a disturbing element so far as the New York public

library is concerned. If its statements to the municipal authorities of New York City contain no greater amount of truth than its petition to the American Federation of Labor last summer, then one might wish that its testimony might not be accepted by the august body that decides such matters in New York City. It will be remembered that the so-called Library Employees Union, popularly credited with less than a score of members, made an ambiguous statement at the annual meeting of the A. F. L. in seeking that body's support in what at this distance seems deplorably destructive efforts. (*See p. 517.*)

It seems deplorable that, under what is termed popular government and which might be the thesaurus of patriotic service, large municipalities of America are so often used as political feathers by those chosen to carry on the government for the people. While financial matters of the libraries of large cities, Chicago for instance, cannot be manipulated by powers of the City Hall, the flagrant disregard of Civil Service rules and the interjection of political machinations into plans for governance of the library, too frequently discourage efforts on the part of those who might otherwise be of inestimable service in carrying this part of the municipal people's university.

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Is there criticism in America? There is, according to Dr Henry Seidel Canby, editor of the *Saturday Review of Literature*. It is necessary to have a background of American criticism to comprehend the different trend of American criticism today. After an interesting sketch of early American critics with traditions inherited from England, there arose a new school of critics of which Mark Twain was the first to give expression and to protest against privilege

and fixed ideas. That is the Mid-Western school of which Stuart P. Sherman is the advocate today. The American intellect is practical—environment forced it thus. So our critics have become practical, accumulating facts, forgetting that there is also an aesthetic quality of criticism, and thus the sense of proportion is lost. Criticism has become sociological. There is need for more scholarly literature and more literary scholarship.—*Selected.*

### As It Was in the Beginning

To hosts of librarians the name, "W. I. Fletcher," brings a blessed memory. Many have not yet realized that his career of helpful interest for them has closed, and has it? By every count the answer is No! His good work does follow on.

Mr Fletcher was born in Burlington, Vt., April 23, 1844, but came early to Massachusetts where he spent the rest of his life.

His interest in library fields began when as a lad of seven he visited the Boston athenaeum with his father, the latter in search of material for a lecture, but he, wide-eyed and much impressed with what to him was a wonderful place. A few years later he accepted a "dare" from his brother to enter the athenaeum, which they were passing at the time, only to be met in rather savage fashion by the man inside the door as the young lad timidly asked if boys were admitted. Mr Fletcher said many times the remembrance of that episode made him always careful in his welcome to young and old whenever they came through the doors of a library. But the athenaeum was always a lodestone to him and he joyfully began his career there under Dr Poole when opportunity was offered him in 1861. He gives a delightful picture of his early days there:

My preparation for library work had been desultory but not wholly inadequate. My formal education was interfered with by ill-health so that I had not quite finished a high-school course and despaired of continuing study. But at this time, I had picked up physically by outdoor work and gained steadily after beginning in the library. I had got some knowledge of books and of rather primitive library methods by serving as assistant and then as librarian for two years of the Winchester town library, which by that time had grown to about 2000 volumes. But a much wider range of literature had been opened to me through my habit, on those strolls about Boston streets, of browsing in the second-hand bookstores on Cornhill. Burnham's especially was my delight, with its four stories crammed with books of "all sorts and conditions," except that there was no great display of choice and expensive books. My services in the athenaeum continued from 1861-1866, barring three months in the summer of 1864, when I became a member of the Sixth regiment, Massachusetts volun-

teers, on its re-enlistment for one hundred days. After that time, spent in general duty about Washington to relieve seasoned troops that they might take the field, I returned to the library with great zest, my place having been kept for me. These five years were for me both an apprenticeship and a liberal education. The educational value of these years was partly in the intimate contact with a large library of the best books, but perhaps more in being associated with the people who constituted the clientèle of the athenaeum, including so many who made the mid-nineteenth century illustrious in American literature. It was, indeed, a rare cultural opportunity.

He speaks of his work there as being interrupted frequently by a spirited talk between Julia Ward Howe, Ralph Waldo Emerson or other equally interesting people.

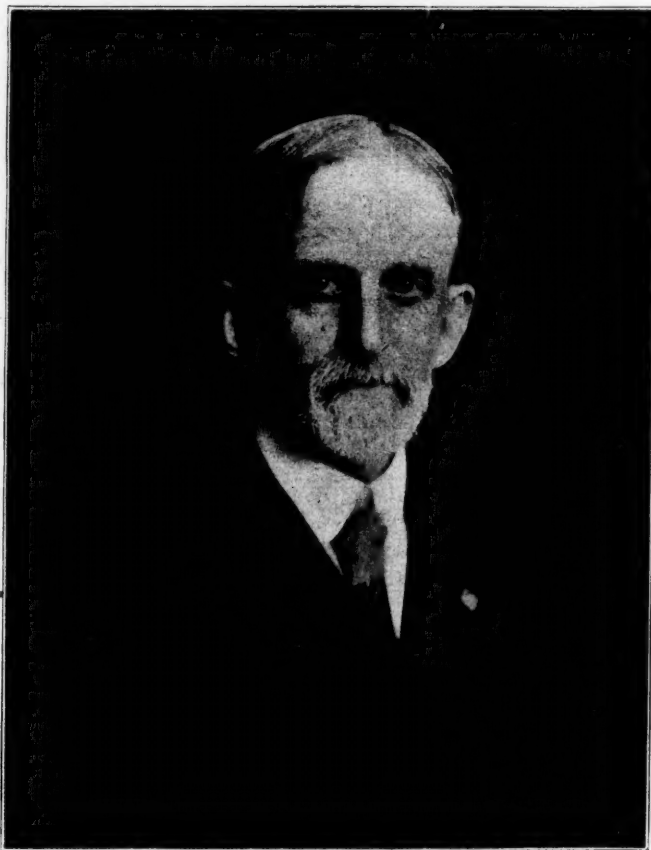
Mr Fletcher was librarian later in Lawrence, Waterbury, and in the Watkinson library, Hartford, Conn. In 1883, he was appointed librarian of Amherst college, succeeding Walter S. Biscoe, who became assistant to Mr Dewey at Columbia college. The following year he received the honorary degree of master of arts from the college. In 1911, he gave up the active charge of the library to his son, Robert S. Fletcher, but remained librarian emeritus.

His Public libraries in America was published in 1895 as No. 2 of the *Columbian Knowledge Series*. This is still a valuable contribution to library manuals, giving a history of the development of the public library movement.

At the A. L. A. meeting in 1902 at Magnolia, a morning session was devoted to discussion of the administration of university libraries. Such eminent librarians as Anderson F. Hopkins of the John Crerar library, Chicago, W. C. Lane, librarian of Harvard university, Dr J. H. Canfield, librarian of Columbia university, and others had very earnestly and thoroughly discussed the various departments into which the library might be divided, the principles on which funds for the various departments might be divided and other practical questions thought of importance in administration and in keeping the line of balance between the various departments.

There was an interested audience made up from the staffs of college and university libraries but there was also a constant flow in and out of other librarians who had been attracted by one or another speaker on the program. It can be said without adverse criticism of the program

that audience as no other speaker of the morning, fine as all of them were, had done. His point was that, in the latter day organization of college libraries, there was danger of forgetting or losing sight of the original purpose of the library, particularly its place in the cultural side



William Isaac Fletcher, 1844-1917

of the morning that it had grown to many a bit prosy and something of an air of boredom was noticeable in the room. At the close of the discussion, Mr Fletcher brought a new and inspiring note in his earnest presentation of an important point that seemed to him to have been overlooked, and in his short talk he inspired

of college work, in the separate demands that were made on it by the different departments. There was a mission for the college library in which it was not reaching its highest potentiality, and that was to promote cultural ideals in the students by books that have not much relation to instruction but which introduce the reader

to sources of cultural and general knowledge that will widen his vision and acquaint him with the best that is in literature, which is the same as making him acquainted with the best things the world has produced.

Mr Fletcher was joint editor with Dr W. F. Poole of *Poole's Index to Periodical Literature*, and editor from 1882-1907 of its continuations; editor of the *A. L. A. Index to General Literature*, 1893-1901; and editor of the *Coöperative Index to Periodicals*, with its successor the *Annual Literary Index*, later known as the *Annual Library Index*, from 1882-1910. His natural love for bibliographic detail and his untiring capacity for work are responsible for the success of these undertakings. Those who worked with him on any one of the annuals were full of appreciation of his faithful care in the infinite details of editing material from more than 50 contributors! Hardly another member of the library craft in any period, and certainly not in his day, did so much writing of really useful library material as Mr Fletcher. The library press of his time sent out scarcely an issue in which his name did not appear and always what he had to say or quotations from him were of value to library endeavor.

A member of the A. L. A. from 1878 until his death in 1917, and its president in 1891-92, his interest in the association was unfailing. He was always at command of A. L. A. and gave ungrudgingly of his service in every way. A member of many important committees at various times, he was always ready to give credit where credit was due and never once was known to omit mention of those who helped with the work in hand. This was specially true in the many years when, as chairman of the publishing board, he was responsible for much of its work. His cheery greetings, his personal interest, his helpful suggestions were magnets that drew to his side the serious, the young and the distinguished element at every meeting. He was seldom absent, not at all in its first years, and his friends grew in number and devotion with the passing years. He attended 23 A. L. A. confer-

ences and was widely known by a large number of library workers.

He was deeply interested in local library affairs and was a trustee of the Amherst town library from 1886 until his death, being president of the board for 26 years. He personally attended to the selection of books and was keenly interested in the future of the library.

He was founder of the union lecture course in Amherst and for 25 years its president. For six years, he was a member of the school board, a charter member of the Historical society and for 25 years the faithful and efficient clerk of the college church. He was also a trustee of the Public library, Conway, Mass., a gift from the late Marshall Field of Chicago, and did much to develop the extension of library service in the rural libraries of the state.

Miss Ida Farrar of the Springfield library writes of Mr Fletcher as follows:

I am glad to add even this meagre contribution to anything you may write concerning Mr Fletcher. My pleasantest recollections of him are in the "institute" days when we could always count on him, not only to fit in with the right word in the meeting but to do the little friendly, courteous thing. Of him might be said, "And naught that set one heart at rest was low esteemed in his eyes."

One of the outstanding qualities of Mr Fletcher was his spirit of friendliness. His interest in each individual of his summer school classes was genuine and he enjoyed following them in their careers. During the summer class sessions, Mr Fletcher and his wife, whose name was always coupled with his in the Amherst home, kept open house for the students.

Mr Fletcher took a keen interest in the libraries of the small towns of the Connecticut valley. He and Mr Dana were the prime movers in the organization of the Western Massachusetts library club, one of the first section groups in the state. Even that did not satisfy Mr Fletcher's ideal as to how the small library could receive the most benefit by contact, and from him came the suggestion of a gathering together of neighboring librarians to discuss problems and to hear practical talks by experienced library workers in larger fields but having a sympathetic outlook. Mr Fletcher's presence and helpful suggestions could always be counted on at the "institutes." An ever-ready sense of humor made him a delightful companion on the railway and trolley trips between the hill towns where these small meetings were held. The following example still lingers in the mind of one of his fellow-club workers:

An eminence in the town of Williamsburg bears the name of "Petticoat Hill." One of the members of a library party asked Mr Fletcher how it came to have that name. Without a moment's hesitation he replied, "I don't know unless it is because it is on the outskirts of the town."

His own sense of humor was greatly tickled one day when a member of one of his summer classes—a Russian Jew—suggested that Ruskin's *Ethics* of the dust ought to be classified with domestic economy.

His mind was continually on the alert. Sometimes when his friends met him his lips would be silently moving, framing his thoughts.

He was always the gentleman.

Mr Fletcher's foresight in starting a summer school in library economy, which he conducted from 1891-1905, was a boon to untrained library workers from all parts of the country. Six weeks spent amidst the beauties of the little town of Amherst, with its stretches of hills in all directions and its many literary associations, gave just the background needed for study and friendly intercourse. The gracious hospitality of Mr and Mrs Fletcher and their delightful family will long be remembered by the large number of summer school students. Social gatherings at the Fletcher home, excursions and picnics planned by the family, were a continual source of pleasure in the midst of the intricacies of cataloging. The atmosphere of their home life with the interesting anecdotes of people they had known to enliven the conversation made Mr and Mrs Fletcher ideal host and hostess. The remarkable memory of Mr Fletcher and his personal interest in his summer students kept him in close touch with them. No matter how many years intervened, he could always remember the face and recall some pleasant circumstance of the acquaintance. His sense of humor, his delight in "puns," his spirit of good cheer, his keen mind and affectionate nature were a constant inspiration. Always eager to do for others regardless of his many duties.

To the Amherst College students the latch-string of the Fletcher home was always out and a hearty welcome extended by an ever busy family. The personal interest and help, given especially to the student working his way through college, put many a lad on his feet and gave

him courage to continue his education against heavy odds.

Mr Fletcher's comments on Dr Poole might have been written quite as well about himself, and his ambition to become like him was most surely realized. Of Dr Poole he writes:

Dr Poole was everything that was kindly and stimulating and I had no other ambition than to become, like him, energetic and resourceful, able to mark out my own path guided by the light of common sense. In this sentence I have perhaps given a hint of Dr Poole's way of dealing with his subordinates, which was to set them at a task with a fair amount of instruction, and then leave them to show what was in them. He won the loyal affection of us all by showing a personal interest in us and by trusting us to do our best without close supervision. A high sense of humor was a leading feature of his character, as is shown by his literary criticism, with its scorn of all insincerity and lack of candor.

How truly Mr Fletcher was quite unconsciously writing his own eulogy! Few of us so nearly attain our ideal!

To one young apprentice, struggling to grasp the innumerable details of library work, he suddenly announced an attractive position. The responsibilities seemed impossible to one of so little experience. His perfect confidence that she could meet the situation if she had the courage to try, made it impossible to refuse, and his ever-willing advice in helping to solve difficult problems smoothed the path to more intricate future tasks and laid the foundation for whatever success she may have attained. How much she and many other library workers owe to their superiors in the profession who encouraged them to have confidence in themselves! And in this none excelled Mr Fletcher.

With the few library schools then in existence, Mr Fletcher was often called upon to recommend library workers from his summer classes. It has been said of him, as of other librarians of similar kindly nature, that his recommendations were always positive, never negative. This was true because he always saw the best in a person and realized latent possibilities. To live up to such recommendations was a high standard of attainment and put one on her mettle.

Mr Fletcher died at South Amherst, June 15, 1917. Included in the memorial



to him expressed at the Louisville conference of the A. L. A., June 21, 1917, is the following:

The death of William I. Fletcher has removed from the library profession one of its earliest, most active and most useful members. He devoted a long life to library work of the highest standard of excellence and he contributed in large measure to making librarianship a profession.

Mr Fletcher lived to become librarian emeritus of Amherst college, to see his son installed as his successor and to witness in its early stages the growth of the new library building which his work as librarian helped to earn for the college. . . . He left behind to his children, to the college he had served and to the library profession an unblemished name and a life's service which cannot soon be forgotten.

The tribute to Mr Fletcher in the *Amherst Graduates' Quarterly* of November, 1917, expresses so well what was in the hearts of those fortunate enough to be closely associated with him when the news of his death came:

To the multitude of librarians the country over, whose endeavor is to keep track of what is doing in current literature, especially in the numerous reviews and periodicals of the higher class, the name of William I. Fletcher was familiar as that of the efficient continuator (with constant enlargements and improvements) of the indispensable *Poole's Index*. By the smaller number of librarians who met him at conventions and in library classes he was regarded with admiration as the embodiment of what a librarian should be, accomplished and always ready to impart of his knowledge and methods. He did not miss the honor due a prophet in his own country; yet one fancies that most of the students little realized, when he died, how much was taken out of college life. He was not an habitué of the class-room and the chapel service, not the person one first met in the delivery room; he was among the catalogs and editings that were making all their work easier. And when he left us, the work went on, from father to son, from older to younger, the college little conscious of interruption. The books and catalogs remain, impassive as ever. And the difference to us? Ah, that is what counts—to us who worked and accompanied him for more than 30 years, who outside his library as well as in, felt his gentle, kindly, hospitable fellowship, a character without fault or guile; and to this numerous company, colleagues, friends, neighbors, the difference is great.

E. LOUISE JONES

State department of education  
Boston, Mass.

### Know Your Library

A leaflet that might do much good in other places besides that for which it was issued, namely, the state of Ohio, has been prepared and circulated by the Ohio state library.

It would be rather an interesting procedure to set this sheet down in front of innumerable library trustees. With safety one might offer a large reward to the one who could answer all the questions contained in the leaflet.

### Know Your Public Library An Often Neglected Agency for Civic Progress

#### Government

Who are the library trustees?  
How appointed; Term of office?  
Are they interested in library progress?  
Under what state law does the library operate?  
Is it the best of several from which to choose?

#### Income

Amount of tax levy?  
Does it average \$1 per capita, a reasonable standard?  
Is it levied on municipality, school district, township, county? Levy made by what body?  
Is there other revenue?

#### Staff

Is service gladly or grudgingly given?  
Have librarian and assistants had the general education that teachers must have?  
What professional library training have they had?  
Are salaries sufficient for good service?  
Are they comparable with school salaries?

#### Quarters

Is library centrally located?  
Building kept in good repair? Clean and attractive?  
Reading room and book space adequate?

#### Book stock

Is collection adapted to the interests of the community?  
Is it kept up by frequent buying?  
Is it kept in good physical condition?

#### Community service

Are all parts of the community reached?  
Are there branches or service stations for outlying districts?  
Are all elements in the community reached? Are business men, foreigners, factory girls served?  
Are hours of opening adapted to community needs and habits?  
Is the library used by 30 per cent of the population, a reasonable standard?

Is the circulation of books five times the population of the city?

#### Children's work (building for the future)

Is there a children's librarian with special training?

A special reading room with low tables and shelves?

A well selected, adequate collection of children's books?

Is work correlated with that of schools?

#### Standards

What library service should a community the size of yours provide?

How does your library compare with others?

#### Sources of information

Local librarians and trustees.

The Ohio state library (for laws, standards, comparisons).

A. L. A. headquarters has a leaflet bearing the substance of the Ohio page for general distribution.

#### A Delightful Aspect

Among the pleasant visits made last summer by library travelers abroad was that to the children's room at 350 Oxford street, London. There in a room light and airy, clean and inspiring with its green and white fittings, were hundreds of beautiful books, many of them in gay jackets, which gave an impression of wholesome joy by the picture all this made. But down at heart was a bit of regret that this beautiful room was not nearer the travelers' home.

Sad to relate, this room was a commercial enterprise though conceived and carried into actuality by a librarian of many years' standing, Capt. E. C. Kyte, who, on his return from the war, left the field of professional librarianship for the more lucrative one offered in many instances by the dreaded company of commercialists!

All the more, then, the travelers were charmed with the letter sent out from this library recently, accompanied by a little booklet. The letter reads as follows:

Dear Parents and Guardians:

We are asking for your advice in a problem of communication. How best can we bring home to people weary of print the delight that may be born between the covers of a book? Here are these six delights, that like the child spirits in Barrie's fable, come to your window for admittance. They offer this leaf of introduction. Here is Nod, with

Thumb and Thimble, his brothers, monkeys of the blood royal (his real name was Prince Ummanodda Nizzaneela, but they called him Nod for short) who had wonderful adventures with Andy Battle in the search for their father. Here is Doctor Dolittle—the really only man who understood the speech of animals and could cure a monkey of influenza, which is very fatal. Here is Martin, just "a little boy lost," but about him there is all the beauty that his creator could give. Here also—a merry company—are the Mole and the Water-rat and the Badger, and Mr Toad who would go motoring. It is a book flowing like a sunlit river and leaving behind the spirit of sunlight, and the "wind in the willows." So much more boisterous is the next, in this little company, that we almost hesitate to introduce him to quiet people. But in the Ark were such strange beasts: there were luminous puffins, and the Seventy-sevenses, and the Wumpety Dumps; and they had a concert to pass the time agreeably, and all ate porridge, which solved a lot of problems. Last, and very shy—because he is so very young—is "Santa Claus in summer time." You must have wondered what Father Christmas did when there was no snow and the reindeer were too fat to run; but only Compton Mackenzie can tell you. Do all these sound as delightful to you as we know them to be? If not, there is somewhere a failure of communication; how can we persuade you to taste, and to see with our eyes the delights that are in these books? Please help us.

But if you are convinced, then we can be glad. "Largesse, Knights and Noble Dames!" we cry—"Largesse for the Heralds who proclaim these dainties and invite you to the feast held every day in the Room of the Children at 350 Oxford Street. Here is such a company as you will not find elsewhere."

P. S.—The books referred to in our letter are:

- 1) Three Mulla Mulgars, Walter de la Mare Illustrated by J. A. Shepherd
- 2) Story of Dr Dolittle  
Voyages of Dr Dolittle  
Dr Dolittle's post office  
All written and illustrated by Hugh Lofting
- 3) Little boy lost, W. H. Hudson
- 4) Wind in the willows, Kenneth Grahame
- 5) Log of the ark, Kenneth M. Walker and G. M. Boumphrey
- 6) Santa Claus in summer time, Compton Mackenzie

The accompanying pamphlet is a list of books for children with rather catchy subject divisions. The attractive title page bears the legend—FOR THE OLD WOMAN WHO LIVED IN A SHOE—supported by a fascinating little picture repre-

senting childhood in its joyous, carefree and intent mood. The back cover carries the following explanation:

If the Old Lady mentioned in front had lived in these days, of course, she would have known what to do. She would have brought those boys and girls to the Room of the Children at 350 Oxford Street; and there they would have sat and read the most beautiful books about fairies and pirates and animals and adventures and been mousey-quiet and very comfy, and simply no trouble at all for hours.

The foreword carries the climax:

Those magic words, "Once upon a time," are as potent today as ever. The listeners need not be just the little ones; to all proper boys and girls a list of books like this that follows will bring the opening of windows that look out upon "the foam of perilous seas, in faery lands forlorn." Direction in reading when the reader is young is of more importance than at any other time; and to aid the childish judgment until it instinctively chooses the best is to deprive the writers of "happy trash" of much of their adult public—in time. And even a bookseller can say Amen to that.

### Fostering the Best Racial Inheritance

The Massachusetts department of education, Division of public libraries, has issued suggestions for a program to interest Polish children in the racial inheritance of their parents.

Children born of foreign stock learn English and assimilate American ideals and customs more readily than their elders. This often results in a difficult adjustment between the two generations. A story hour, with music chosen from sources indicated below, assists in making the children feel they have cause for a just pride both in their background and in their loyalty to the new home. It is also a recognition by the library that the foreign-born bring a contribution to Massachusetts as well as receiving much from it.

#### Stories

- Chodzko, A. E. B., Slav fairy tales. Trans. by E. J. Harding, Burt, N. Y. \$1.  
 Glinski, A. J., Polish fairy tales. Trans. by M. A. Biggs. '20. Lane, London. \$5.  
 Kelly, E. P. Golden cup of Kasimir (in *Poland Magazine*, July, '24). 25 cents a copy. 953 Third Ave., N. Y.

Mention the names of the following Poles and any others of whom you may know. Let the children find out in advance and be ready to tell a word about what these people have contributed to American life, or why they are well known here: Mme. Curie, scientist; Paderewski, statesman and pianist; Dr Ferdinand Ossendowski, professor, explorer and author; Chopin, composer; Marcella Sembrich, singer; Helena Modjeska, actress; Sienkiewicz and Conrad, authors; Copernicus, astronomer; Pulaski and Kosciuszko, heroes in our Revolutionary war—the latter chief engineer in constructing West Point military academy; W. T. Benda, artist.

#### Vocal music

Botsford, F. H., comp. and ed. *Folksongs of many peoples; with English versions by American poets; words and score.* v. 1, pa. \$2.75; v. 2, pa. \$3.50. '22. Women's Press, 600 Lexington Ave., N. Y.

Kaprey, J. A., ed. *Songs of Scandinavia and northern Europe.* (189?) Boosey & Co., London. Sold by Ditson & Co., 179 Tremont St., Boston; paper cover, \$1.50.

#### Victrola records

Cracovienne Fantastique, Paderewski, No. 74535, played by Paderewski.

Maiden's wish, Chopin-Liszt. No. 74788, played by Paderewski.

Polonaise militaire, Chopin. No. 74530, played by Paderewski.

Minuet in G, Paderewski. No. 74533, played by Paderewski.

Voce di Primavera. Valse (Voice of spring), Strauss. No. 85019, sung by Marcella Sembrich.

Mazurka, A. Zarzycki. Violin solo. No. 64104, played by Maud Powell.

Polish dance, Kugawiak. 2 mazurka. Wieniawski. No. 6250, played by Maud Powell.

An original contribution to Children's book week by the staff of the Public library, Chattanooga, Tenn., was the map planned by Viola Tansy for the purpose of emphasizing good Southern stories for children. Among the books located on the map were *Uncle Remus* (Georgia), *In the Tennessee mountains*, and *Where the battle was fought* (Tennessee). Kentucky is dotted by the stories of Annie Fellows Johnston and John Fox, Jr., while Virginia belongs to Thomas Nelson Page. All the Southern states furnish

settings for children's literature with the exception of North and South Carolina and Alabama. Among other titles located were *Two little Confederates*, *Little Shepherd of Kingdom Come*, *Did-dle Dumps and Tot*, *In Texas with David Crockett*, and many others. Lists of books for children were distributed all during Children's book week.

### A Public Library

Here rests the wisdom-treasure of mankind:  
The stalwart souls who this great wealth  
amassed

Sought not to bear it with them as they  
passed

To future worlds, nor ventured it to bind  
In tombs of rock as kings of old enshrined  
Their valued store, with spells and curses  
cast

Upon the ravisher, but free at last  
From self, they left for men their wealth  
of mind.

So freely take and use and gladly share  
The high companionship of those who lead  
The upward march of man's dim-seeing  
host;

With them is found a guild of friendship  
rare,

Their standard bears the legend plain to  
read—

To scatter, yet increase is wisdom's boast.  
*Mrs E. L. Hill*

The Carnegie library, Atlanta, Ga., sent out in books circulated during October, a printed slip bearing the following questions:

How much does your library mean to you?

Are you getting what you wish from the library?

What forms of library service would you like to have which the library is not now rendering?

This activity was part of the celebration of the twenty-fifth anniversary of the library's founding. The replies will be carefully canvassed for valuable suggestions to determine whether or not the library is fulfilling its purpose. An answer which is an example of those received states:

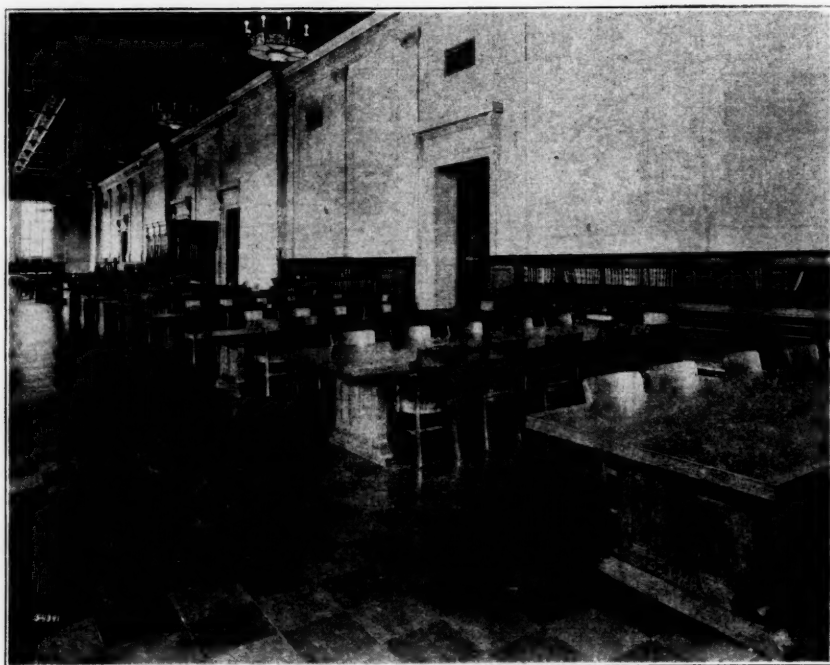
If I had in my vocabulary all the strong words of every language, both ancient and modern, I would be enabled but poorly to express all the library means to me, both of pleasure and profit.

### The New University of Minnesota Library

The new library building of the University of Minnesota was formally dedicated, October 31, in connection with the meeting of the Association of American universities in Minneapolis. Dr W. W. Folwell, first president and the first actual librarian of the university, presided. The principal address was given by Dean Woodbridge of Columbia, a former member of the Minnesota faculty.

The library building, a little over two years in construction, is 205 feet long by 181 feet deep and includes sub-basement, basement and four floors. The second floor is double height and contains three of the four large reading rooms. The total cubical capacity is about 3,000,000 square feet. It is in the Roman Renaissance style of the other new buildings on the proposed mall. There is enough variation of detail to give it considerable individuality. In the basement, there are a series of rooms used for seminar libraries and map rooms, and a suite planned especially for a library school if one should develop. The first floor includes the offices of the order and catalog departments, the women's staff room, the librarian's offices, the reading room for assigned class readings, a "treasure room" and the standard library or browsing room. The reserved reading room has seats at present for 312 readers and about 50 more can be put into it without seriously crowding it. This room adjoins the large delivery desk, with nearby floor stacks and return slides, and a large lobby to permit as prompt service as possible. The corridors and lobbies are lined with Mankato travertine, a pleasing stone of buff tone, said to be very similar to those of which the buildings of ancient Rome were constructed.

On the second floor, which is reached by two easy staircases of very graceful design, are the main reading room, accommodating 420 readers, the periodical room, accommodating about 200, and the medical-biological room, accommodating 220. The delivery desk is at the rear of the lobby on this floor. This lobby and



Main reading room

stair hall, lined with the same stone as the first floor, constitute one of the most attractive parts of the building. They are lighted through a great skylight of tinted glass and the decoration is effective but simple. The walls of the main reading room are Mankato stone. The others are plaster walls of an old parchment tint. The ceiling of the main reading room is elaborately modeled and colored. Those of the other two rooms are of beamed plaster in polychrome. The wood trimmings are of dark brown oak.

The third floor is divided into a series of seminar libraries, seminar discussion rooms and a few individual studies for research work. They are built around the skylight of the delivery hall. The fourth floor is as yet unfinished, except for the bindery. It will also be occupied by seminar rooms or studies. Elevator service extends from the basement to the third floor.

The stack room contains a 12-story stack, enclosed in a space 97x60 feet throughout and on several floors extending to 100 feet in depth, with a total height of 95 feet. Space at present provides for 750,000v., but space can be provided for as many more. Ten cubicles have been provided at the rear of each stack level. Storage capacity for approximately another half million volumes can be provided in the sub-basement. An automatic elevator connects all stack levels. There are electric book lifts connecting each stack level with both delivery desks.

The building is of concrete and steel construction, with brick facing and Indiana limestone trimming, and every precaution to make it fireproof has been taken. The partitions are of hollow clay tile and the floors of the corridors and public service rooms are either of marble or Terrazzo. The reading rooms have lino-



tile floors and the office floors are covered with heavy battleship linoleum. There is a complete mechanical ventilating system, divided into 16 units for greater efficiency and economy of operation.

The credit for the original plan is due to James Thayer Gerould, librarian of the university, 1906-'20, J. H. Forsythe, consulting architect of the faculty, and C. H. Johnson, state architect. Miss Ina Firkins, acting librarian, 1920-21, planned much of the detailed layout of the second floor reading rooms. The present librarian has been occupied with fitting later administrative needs into a plan almost complete when he arrived, and in following the building throughout its construction and in planning and purchasing equipment. Inasmuch as he is not responsible for the general plan except in a minor degree, he feels no hesitancy in praising highly the adaptability shown by the architect and the contractors who were concerned in the actual erection of the building.

FRANK K. WALTER  
Librarian

University of Minnesota

#### American Library Association

Della L. Whittemore and M. C. Nielsen have joined the A. L. A. Headquarters staff, Chicago.

The Paris library school has received 300 applications for admission from 17 countries, a number many times exceeding the capacity of the school.

The annual dues of the Catalog section of the A. L. A. are now payable to the secretary, Florence M. Freeman, Public library, Long Beach, Cal. Individual members, 50 cents; groups, five cents for each member.

Asa Wynkoop, state inspector of public libraries, Education department, Albany, N. Y., has been appointed to prepare a textbook on the American public library movement. John A. Lowe, assistant librarian, Public library, Brooklyn, N. Y., will write a textbook on general library administration, and Isadore G. Mudge is assembling material for a book on reference work.

Library work with children, a new and completely revised edition by Clara W. Hunt, Public library, Brooklyn, N. Y., just issued by the American Library Association, Chicago, is a 30-page pamphlet discussing ways and means of directing children's reading and taking up also some physical problems encountered in every children's room. It is issued as *Manual of Library Economy No. 29.* (25 cents.)

Libraries, library schools and all organizations interested in the subject of children's reading will be glad to know that the collection of books shown under the auspices of the Children's Librarians section of the A. L. A. at the recent conference at Saratoga Springs can now be secured for exhibit purposes on payment of transportation charges by making application to A. L. A. headquarters, 86 E. Randolph St., Chicago.

The Carnegie Corporation of New York City has voted \$30,000 to the A. L. A. which will be used for two definite projects—the preparation of a completely revised A. L. A. catalog to be published in 1926, and the preparation of a graded list of children's books on the basis of the children's own opinion of books read. The A. L. A. catalog is being compiled by Isabella M. Cooper. Preparation of the graded list is in the hands of Dr C. W. Washburne, superintendent of the public schools, Winnetka, Ill. He will be assisted by children's librarians and educational investigators.

Dr Arthur E. Bostwick, librarian, Public library, St. Louis, Mo., has been invited by the A. L. A. executive board to visit China in response to a request from the National association for the advancement of education in China. This is in accordance with an appeal made by Miss M. E. Wood in her address at the Saratoga Springs conference. Chinese educators hope to secure a portion of the Boxer indemnity fund returned to China by the United States for the development of a public library system in China. Dr Bostwick, as an A. L. A. delegate, will visit important centers and make recommendations to the board administering the Indemnity fund.

### Illinois Library Association Meeting at Bloomington

The twenty-eighth annual meeting of the Illinois library association, Adah F. Whitcomb, president, was held at the Public library, Bloomington, October 21-23. There were about 150 present at the first meeting, which was devoted to the hearing of reports.

The report on library conferences told of 15 held in the past year. In the last five years the attendance has been as follows: 1920, 281; 1921, 361; 1922, 450; 1923, 299; 1924, 456. In all, 179 libraries were represented.

#### Report of Legislative committee

The following recommendations were offered:

*Library tax rate*—To keep a strict watch over all bills introduced into the legislature that in any way may have a bearing on libraries. Not only bills amending the tax laws, but bills relating to cities, townships and counties that may affect the progress of libraries in such communities.

*Defacing and mutilation of library books*—At present the library law provides that cities may pass special ordinances formulating penalties for the defacement of books. No provision is made for township or county libraries nor for endowed or college libraries. The committee recommends that



Adah F. Whitcomb, president,  
Illinois library association, 1924

an amendment be made to the criminal code of the state, such an amendment to apply to all libraries.

*County library law*—Owing to the uniform tax clause in the constitution of the state of Illinois, if a county library is established, the entire county must pay the tax. It is recommended that an amendment be prepared to the county library law making provision to pay back to existing libraries their proportion of the county library fund that might be appropriated by the county board of supervisors or county commissioners, as city libraries would not then be obligated to pay two library taxes.

*School library supervisor*—It is recommended that the new committee again consider the feasibility of introducing a bill to provide for a supervisor of school libraries.

*Pension or retirement and certification of librarians*—It is recommended that the association and the new committee keep these measures in mind and watch for an opportunity for their advancement.

The report was received and filed for the use of the new committee.

Awards for the year for excellence of work went to Mrs Flora B. Winger, Aledo, and Gertrude Moller, Mount Vernon.

The meeting was adjourned for a charming musical tea held at the home of Mr and Mrs Spencer Ewing.



Nellie E. Parham, secretary,  
Illinois library association, 1923—

The meeting on Tuesday night was open to the public and a large audience greeted the speaker, Dr Dallas Lore Sharp, head of the English department, Boston university, who more than pleased his hearers in his discussion of "Education, the ability to read." It goes without saying that Dr Sharp was witty, didactic, humorous and pointed in what he said.

He told of his own growing love for books and how in his less fortunate days he met his desire for book ownership. He asserted that investigation of American reading habits would show that "the people are the poorest readers on earth." The problem in front of educators is to induce people to buy and read true books. This seems entirely the field of the library since the school has fallen terribly behind in this. "The ability to read a book constitutes an ordinary education and the ability to write one, a post graduate course." No matter how many degrees from a university a man has, he really is not educated unless he has learned to read and love books. Youthful students are coming up to college hating books because not as much attention is given to the study of English as is given to foreign languages. "To read a book right, a reader must put as much of his heart and spirit into the book as the writer did—only then will he get something of value from it." Librarians should be more insistent on the buying of books by the general public. Ownership is necessary if books are to become a part of one's culture and life. "Good reading of a book means a moderate pace, pausing, lingering, returning, stopping altogether to follow the gleam."

Dr Sharp rather startled his library audience by saying marginal notes in books written by people who *know* increase the value of a book. He told of a number of favorite books he owned which had previously been "penciled up and down the margins and over the blank pages fore and aft. Truly to read a great book is to write one of your own as great."

Dr Sharp submitted several lists of books under the titles, Model home library, Our English heritage, and World

books. These lists were eagerly picked up by those in the audience who were able to secure them.

A reception followed the meeting, held in the room where the exhibits were shown, and with refreshments and pleasant intercourse, the company had an enjoyable hour.

The Wednesday morning general session opened with a talk by Edith Rockwood, representative of the Illinois league of women voters.

Miss Rockwood spoke as follows:

It is like carrying coals to Newcastle to talk about citizenship to librarians. I will take no time in trying to inspire a group which most thoroughly understands what citizenship means. We depend upon librarians throughout the state constantly to bring material before women's clubs and also provide special material that will interest them.

Illinois is part of the national league whose purpose is the education of women for citizenship. Suffrage having been extended as far as possible, what we need to do now, is to improve the quality of suffrage.

One of our league presidents had a boy who had a good deal of mechanical ability. He asked a good many questions that his mother couldn't answer and finally he said, "There are a lot of things you don't know, mother." She had to admit that this was the truth. "Yes, there are," she replied, "but you know there is such a thing as filling your mind so full of details that you have no room left for ideas." He thought it over and finally said, "Yes, that is true. You need the ideas, of course, but you have to have the facts to put them over." So we are doing our best to give the women of Illinois the facts which they need for future government.

There are four things upon which we mainly depend. For the background work we use these two books—Dodd's Government in Illinois, published in 1922, and which is the most up-to-date and best description of our Illinois government, and the Illinois voters' handbook. This book sells for 25 cents and is published by the Champaign County league of women voters. It gives the election laws and general description of our government.

For current information we have two periodicals which are especially designed for our purposes. One is the *Woman Citizen*, published in New York, at \$2 a year. It gives a very brief summary of the news, national, international, a summary of the situation in Washington and information about national women's organizations. It has articles on the national campaign and also national questions.

Our own bulletin, *Illinois League of Women Voters*, we send to all of you. I hope you find it very useful. We are putting into this bulletin information which women of Illinois need, not available in other places. It gives current information as to what is being done in legislation. For instance, we printed in our bulletin the vote of the general assembly on 15 measures. We are putting in material of that type because we know it is not available in other places. We hope you will give us your suggestions as to what we may put in it to make it more useful.

Miss Rockwood then named and described a number of publications, which she recommended.

We shall be glad to have you refer to us for requests for all such material because all the time we have fresh material which we can't send until we are sure people want it. We will be glad to supplement the standard material you have in your library.

Then another phase of our work besides this general distribution of material is the organization of citizenship schools either in our own leagues in different parts of the state or in coöperation with universities, colleges and other normal schools. We hold a good many such schools. When you find in your community those interested in having citizenship schools or citizenship courses we will be glad to help you provide the material for such courses. We also would be glad to suggest programs and subjects which they want to take up and material which goes with them which might be available.

We are facing the coming session of Congress and legislature and we find increasing demand for material about legislation. We answer a great many letters of those who want to know the situation up to date. We are glad to answer such letters of inquiry.

The general meeting adjourned and sectional meetings took place.

#### Children's section

Jessie Van Cleve, Chicago, was in charge of the Children's section.

Miss Van Cleve briefly discussed some of the problems of choosing from each year's output of children's books those titles which not only foster and add to the child's enjoyment in reading but in some way measure up to the standards the older books have established for themselves. To illustrate her talk, she displayed a number of books which were passed among the librarians for examination, and stressed the following points:

Before taking up the consideration of books, one should decide whether to

duplicate purchases year after year, thus making permanent that part of the collection.

It is necessary to know the standards of book selection and the outstanding requisites. The *Booklist* will help in this more than any other agency. This is prepared by many persons and the plus and minus signs marked opposite a book title determine whether the book will be put in the *Booklist*. After a title has been selected, a descriptive note of 50 words or less is written.

There are a few new titles that deserve mention as they certainly measure up to other books on the *Booklist*. Two books which might not be classed as children's books will be very helpful in any library. These are Walter Barnes' *The children's poets*, which discusses poets who have written for children and analyzes and compares one poet's works with another. Published by the World Book Company, \$1.80. Another admirable book more especially for the use of librarians, teachers and club workers is W. A. Bone's *Children's stories and how to tell them*. It has a splendid bibliography and raises story telling to a real art. Even a small library could use this book to advantage.

The following children's books received especial mention:

**Bennett, Ethel**—Camp Ken Jockety. Houghton, \$1.75.

A good, wholesome camp story for girls. The sort of a book that is hard to find.

**Borland, H. G.**—Rocky Mountain tipi tales. Doubleday, \$1.75.

Stories told by an Indian to the author when he was a boy. They contain a good deal of humor and furnish material for the story-teller.

**Brown, E. A.**—Robin Hollow. Lothrop, \$1.75.

Not a story for little girls but for older girls. Reminiscent of the "Four Gordons." The story of a girl whose brother is a journalist who is ill. They all go up on a farm in Vermont and there straighten out their difficulties. A happy story.

**Charskaya, L. A.**—Little Princess Nina. Holt, \$2.

In this book the little girl tells the story herself. It is a story of hair-raising adventure which reads true. Emphasizes the Russian atmosphere.

**De la Mare, W. J.**—Come hither. Knopf, \$6.

Is a choice anthology. Poems selected mostly from English poets.

**Falls, C. B.**—A. B. C. book. Doubleday, \$2.

An outstanding book in its class. The whole story is in pictures. Hidden parts in the picture hint at a story and the pictures show action.

**Greene, A. B.**—Greyhound. Century, \$1.75.

A lovely little story of a Shetland pony. Built on a real knowledge and love of animals, not sentimental and will appeal both to the country and city child.

**Hall, A. N.**—Home-made games and game equipment. Lothrop, \$2.50.

A first-class book of its kind. Tells how to play these games, how to stage a tournament; useful for Girl Scouts and Boy Scouts.

**Hawes, C. B.**—Dark frigate. Atlantic, \$2.

The winner of this year's Newbery medal. A good tale of adventure for older boys and girls written in beautiful English.

**Lewis, Janet**—Friendly adventures of Ollie Ostrich. Doubleday, \$1.

A story that little children will enjoy. Ollie was a little wooden ostrich with a solid mahogany tail who wandered out into the world and met real animals. The story is located near Lake Superior and has charm of atmosphere.

**Martineau des Chesnez, Eliz.**—Lady Green Satin. Macmillan, \$2.

A delightful story of great heroism, which has become immensely popular.

**Masefield, John**—Jim Davis. Stokes, \$2.50.

Makes a fine gift book; a story that boys like.

**Murphy, M. K.**—Beginner's guide to the stars. Putnam, \$1.

Has good charts, no legends or stories but a straight guide book of the Heavens.

**Nordoff, Chas.**—Pearl lagoon. Atlantic, \$2.

A book that should not be limited to the children's room. The author knows the South Seas and has ability to recreate and pack full of information. Will have wide popularity.

**Rihbany, A. M.**—The Christ story for boys and girls. Houghton, \$2.50.

Gives the manners and customs of the people who live almost as simply as years ago in the time of Christ. Teachers in Sunday school should gain much help from it.

**Roberts, C. G. D.**—They who walk in the wilds. Macmillan, \$2.25.

Contains good stories which one could read aloud.

**Smith, N. A.**—Children of the lighthouse. Houghton, \$1.50.

A nice, jolly, little new story of a boy and girl whose father is the keeper of the lighthouse of San Francisco.

**Tappan, E. M.**—Ella. Houghton, \$1.50.

A book for girls from 10-12; the story of a little girl whose mother taught in an acad-

amy in Boston years ago. A plea for old-fashioned education as against the new freedom.

**Untermeyer, Louis.**—This singing world. Harcourt, \$3.

A selection of poems written during the last 75 years. Includes modern poets and supplements the old anthologists.

**White, E. O.**—Tony. Houghton, \$1.75.

A story of Tony and his twin sister who live in a suburb of Boston and go to the seashore in summer.

**Hutchinson & Hodgkins**—Atlantic treasury of childhood stories. Atl. Publishing Co., \$3.50.

A representative collection of folk, fairy and realistic tales from different countries. Recommended to mothers. Attention called to the long four new editions due very largely to the efforts of Miss Jordan, Boston, who acted as chairman of the committee that worked to this end.

Attention was called to the following: Harper reprints, selling from 75 cents to \$1; the Louis Rhead illustrated editions at \$1.75. (Splendid books for constant use in the library.) Houghton-Mifflin's *Riverside Bookshelf*; George W. Jacob's *Washington Square Classics* at \$1.50; Little, Brown & Company's *Beacon Hill Bookshelf*; Macmillan's *Children's Classics* and *Little Library* (has charming illustrations by Marguerite Davis). These may be recommended for purchase for the home. Rand-McNally & Co. publish the *Windermere Series* at \$2, and Charles Scribner's, *Illustrated Classics* at \$2.50.

In the discussion that followed, Dr Sharp's statement that the child understands all books but children's books was questioned. It was suggested that the child who makes an acquaintance with other lives and other lands through little stories will go on to a wider knowledge of these through older books.

How best to observe Children's book week was considered. Coöperation with bookstores was advocated and librarians were urged to take advantage of these dates to bring to the public a wider knowledge of the work that is being done for children and the attractive books that are being published for them.

#### Library Directors' section

A conflict in dates of the meeting of the American medical association in New York prevented Dr C. E. Black, Jacksonville, chairman, from attending the Library Directors' session, and W. F. Hardy, president of the Library board, Decatur, acted as chairman.



Mrs Havenhill, Jacksonville, in discussing the function of women on library boards, said that perhaps the best work of women on boards was to help plan and carry out the programs for various "weeks." They were also more interested in all of the work of the children's department. Again, women were relied upon to make up the quorum since they were more faithful in attending board meetings.

Mr Hardy, in introducing the topic What are the functions of a library board? said that he had been a member of the library board in Decatur for many years and that he was growing to think there was less and less use for trustees beyond securing the appropriation for the library; that in Decatur they depended upon their librarian to carry on the work.

Mrs Arne Oldberg, Evanston, said she thought library directors had a very important function—that of keeping before the public the ideals of the organization. The trouble with the world is that it is ignorant of what the library is trying to do. The library directors can bring about contact with the public, in other words, make a public for the library. In Evanston the Woman's club has been active in making the city aware of the value of their fine public library.

Mr Mason, president of the Library board, Oglesby, said that their library had about 2500 volumes and a circulation of 2000 volumes a month. There were 1000 children in the grade schools and 700 were registered borrowers at the library and regular readers. His problem was how to replace worn out books.

Mrs Young, Cisco, told of how they nearly lost their township library at the end of the first year because they had little money, few books and had, therefore, been unable to give adequate service. No station had been opened in one part of the township. A petition was circulated to vote out the library tax and only through the efforts of the library directors and other friends was the library tax maintained.

Mrs Mae Michell, Gridley, and Mrs McKinney, Bloomington, urged the es-

tablishment of libraries on a tax basis. Anna May Price, superintendent, Illinois Library Extension division, recommended work for county libraries. There have been 50 years of establishing too many libraries through the philanthropy of clubs in Illinois. They have but meager support. Others have been established in villages, cities and even townships with a tax income so small that there can be nothing more than a starving existence. Only one out of seven libraries established last year by the club women of the state will have an annual income of \$1000 or more. How can any library with such limited means do constructive work? It will take 50 years more to outlive the tradition we have made. Libraries must have adequate incomes if they are to acquire useful book collections, and trained service if these books are to circulate properly. With the exception of Cook county, the county library law as it now stands can be made to work in every county.

That a trained librarian can be made to pay was proved by Prof J. G. Ames, of the department of English, Illinois State college, Jacksonville. (*See p. 510.*)

Discussion of local problems finished the meeting.

The College and reference section was most interesting. (Some of the long papers will be given in full later. The following are in condensed form.)

#### Inter-library loans

Lucy Parke Williams, Bloomington, discussed inter-library loan systems. Miss Williams had laid tribute on a number of libraries at a distance as to the extent and methods of such a system. The libraries answering were of all kinds. Miss Williams began with the practice of the University of Chicago, which last year lent 2162 books to other institutions and borrowed 411 volumes. The Library of Congress stands first in the number of loans made, Harvard college second and the University of Chicago third. The University of Chicago has suffered no serious losses, the greatest loss being among their own professors. The university sends books by express and by parcel post, preference being given to the

former method because the service is more responsible and the books are more easily traced.

The University of Illinois lends books as an extension of regular loans sent into the mail. Lending is easier than borrowing as the latter generally entails a good deal of bibliographical work. The fact that the borrower is asking for a favor should result in careful observation of conditions laid down by the lender and make as little trouble as possible in the transaction. Books are not lent to students below graduate grade, nor for debating teams or college classes. Very few books have been lost or injured.

Reports from small university libraries seem to show that because of limited collections little lending is done except to their own students at a distance. It is reported that experience in borrowing and lending has been, on the whole, very bad.

A different story is told by public libraries where there seems to be considerable red tape necessary in the way of reference, guarantors, etc., with limited time for use of the material. An advantage comes when a borrower requests a book which the library does not have and which sometimes points out the fact that this book should be on the shelves. A point to be kept in mind is the certainty that some other book in the library will answer the purpose just as well as the book wanted and save the inconvenience of borrowing. A difficulty comes when people write direct to a library for a book and have it sent to the local library. Delay in advising for whom the book is intended causes confusion and irritation.

Many small public libraries borrow books but did not realize that they were using the inter-library loan system until it was explained to them. The librarian of a small library reports that she has borrowed material for use of women's clubs, high-school students, etc., and always tries to comply with the rules set down by the lending library.

Normal schools report satisfactory results in using the inter-library loan system. One's friends are sometimes irre-

sponsible in borrowing books from the library and mailing them to friends at a distance without permission.

Miss Williams closed her report by saying that the evidence submitted would seem to indicate that as far as possible libraries should both "borrowers and lenders be."

The Lending section took up practical questions, under direction of Alice Williams, librarian of Public library, Jacksonville.

#### School and library

Lillian Havenhill, Jacksonville, in discussing Coöperation of the library and the public school, spoke from real experience. She said in part:

Any high-school librarian who has had experience in trying to make a pitifully small collection of books go around, can realize what the writer faced in the problem of getting between 600 and 700 pupils to use the books. All this was to be done in a library which offered 300 volumes to a somewhat indifferent school. It was done only by the ever ready help of the public library, for if a request was received at the high school and we could not meet it, we usually found what was wanted at the public library and were allowed to take it out for two weeks or a month. This helped to make the child or the teacher feel that in his own school library he could get what he desired. Both places thus enlarged their scope of usefulness. The public library also spends many hours of valuable time in making a suitable list for outside reading; lends valuable assistance in providing debate material and is always willing to send elsewhere for material which it does not have. Any book which the various teachers may desire for supplementary work is generally put on a reserve shelf. There is usually a short time limit on this book, which the student sometimes thinks is too short if he happens to be behind in his work, but which gives all the students a chance.

Assistance is given the junior high school in the matter of library lessons, given by the children's librarian each year. The youngsters are told about card catalogs, hidden treasures, encyclopedias, etc. This year a new scheme will be tried as the principal has consented to let the children go to the library for four one-hour periods for instruction in the use of the library.

The teacher of the grade school gives the number of the pupils in her room and the number of books she wishes to have sent out. Once a month a library assistant goes out to the principal and gets a record of the books borrowed. Besides the volumes which circulate, there is a collection known

as table books. These are for the use of the child after he has finished his lessons. The plan is popular and the teachers usually are for it. Beginning in the fourth grade, the children's librarian gives instructions. One or two lessons are given in the fourth to the sixth grades and four in the seventh and eighth.

One day in each month known as library day is set aside for reports on books. In some schools, children in lower grades are compelled to read books. This plan was discontinued because the child felt that he was *compelled* to read and didn't get much good out of it.

Mrs Arne Oldberg, trustee, Public library, Evanston, gave a very interesting resumé of the situation in that city and the lines in which the schools and library cooperate. Following are some of the strong points in her address:

A good deal of time is necessary to prepare the ground for this cooperation. School boards cannot be interested in what the library has to offer in a day, their highest interest being the school. The plan in Evanston is working now but many years were spent in preparation for it. There are different types of service in different localities, embracing a large area of 40,000 people. Evanston has two school districts, one with nine schools and another with four schools, and so there were two school boards to interest in library problems. A children's librarian works in the district of nine schools, half of her salary being paid by the library and half by the school, which means a higher type of service than either could maintain alone. The librarian has authority in both the class room and the library. She thus can best further the use of books.

There are two memorial libraries, started by women's clubs, in the schools. These are under school supervision, but the librarian has a chance to help in the selection of books. Another library system is in use in the intermediate schools, under the direction of a smaller board. There are 800 pupils in these grades and the school board furnishes the room, equipment, reference books and two-thirds of the librarian's salary. The library board furnishes all the circulating books and one-third of the librarian's salary. The librarian has a period of 45

minutes a week in which to present the use of books and book appreciation. In still another school there is a library which is open three afternoons a week, the school board furnishing the room and all equipment and the library furnishing the books and service.

#### The library and the business man

Elsie McKay, Oak Park, discussed ways of attracting the business man to the library. She spoke out of her own experience both in a small and large library when she stressed the value of books on advertising, banking, importing, accounting, exporting, various directories and statistical manuals. There is something wrong if the business man does not come to the library, or is indifferent to it. Business men in the class of self-made persons who have prospered without books, because of the higher degree of education required in business today, are reading for profit more than ever before. Libraries should advertise their resources to the business man and the librarian should have intimate knowledge of the business community. This can be obtained by reading the newspapers and looking at photographs in the papers helps one to recognize the people one serves. A file of the names of leaders in business and others who would be interested in business literature as a basis for advertising is very useful. A postal card sent to those to whom a certain title would appeal, stating that a certain new book has been purchased, is effective. A list of magazine subjects sent to the right person often brings a grateful reader. Libraries with display windows are fortunate in that they can catch the attention of the business man and such displays are effective if they are timely and anticipate questions which will be discussed.

Consumption of time is an element in such efforts, but results justify use of the time. This is also true in interviewing heads of business concerns, but the plan is one which has many possibilities. Lists of new books printed regularly should include books on business.

In some places, clubs are invited to hold meetings in the library auditorium.

To find out how the library can be of service to office employees, shop men, etc., it is necessary to have some knowledge of their varied business interests before hand and know what the library has that would be of help to them. There must also be tact and judgment on the part of the library representative. An interview properly prepared and carried out should bring good results. Notes accompanied by application blanks, with an explanation of what the business man may find in the library, are valuable. Visits to business colleges explaining the use of the catalog and business books bring valuable information to future business men. There must be intelligent, courteous and prompt service when the business man comes to the library, whether for information or for something merely diverting. Above all, the librarian must know the books. If it is true that the modern merchant must watch national and world tendencies, then the library must have some part in the merchant's program. Chambers of commerce will include list of books in their regular bulletins and such books should be chosen with wisdom. One such list will create interest in a number of organizations.

#### Help in book selection

Effie Lansden, Cairo, read an interesting paper on helping readers choose books, which was freely discussed.

Miss Thornton, of Pontiac, said:

I think we all agree that the right books for foundation are the old ones and I have always felt that it would be more easy to create an interest in them if they were more beautifully gotten up. We should have the most attractive binding, the best paper and the clearest type in our standard books and not get anything cheap if we can possibly afford better, and then we should have display tables and outside cases and everything of that kind filled with a good variety of books, good stories, good plays and dramas and then, just as far as possible, keep our hands off.

Let them alone for two reasons. One is that we need individuality, though it isn't a common thing for a person to have initiative and self-reliance. People should select books for themselves as far as possible. Aside from natural help, it is more pleasure. We like the hard road because it is a good and fast way to travel but nobody loves to go on it. We love to go on by-paths and

I believe a book that you have found yourself, without help, gives more real pleasure than a book some one else has given you.

But then we have cases where there are people who haven't had a good many books in their lives and don't know what to start with. If it is a man who perhaps works in a field or the shops all summer and winter and wants to be amused, if I am not very well acquainted with him, I am pretty sure a man—if he is a real man—loves a horse, so I start him out with a good story about a horse. Almost everyone seems to like Western stories and I suppose every librarian has been worried to know how to have enough of them. I believe it is a healthy desire. We have so much that is artificial in our paved streets and electric lights, we are longing for the open. We want to read of it. If you feel they are reading too many Western stories, it is not hard, after they have been reading Zane Grey, to suggest Van Dyke's Desert, and Grey's earlier stories, the pioneer stories, by telling them that Zane Grey's grandfather was a pioneer and that his early stories were of Ohio, and Indiana history. You can easily lead them into other pioneer books they would enjoy reading.

This year everyone has been reading the Covered wagon. That leads into other overland books, among them the Oregon trail. All along the line, perhaps, we can lead them into some more desirable path if we do it cautiously and not push them.

#### Hospital library service

Anna F. Hoover, Galesburg, discussed library work in hospitals, which, in her city, was the outgrowth of service by the A. L. A. in canteens during the late war. There are two hospital libraries under the direction of the Public library. The factor of wholesomeness is considered in selecting books for hospital service. A woman usually wants a love story, and her selection in magazines runs to fashion. Men usually want stories of the plains, detective stories, the *Popular Mechanics Magazine* or magazines on radio. Patients generally are more careful about returning books than nurses. The collection of reading matter is supplied entirely by gifts though often the Public library is called on for material which the hospital collection cannot supply. All gifts are accepted whether suitable or not, and unusable material is sold and the proceeds used to buy new books and magazines. Scrap books are enjoyed, especially by foreigners unable to read English. In the three years this service

has been in operation in Galesburg, the circulation reached 59,210. These figures cover the concrete work but fail to give an idea of the appreciation of the service by the patients.

Springfield maintains one station at the city hospital, visited once a week by a girl with a truck load of books. A room to room canvass is made, the patients choosing books from the truck.

Among other questions discussed was how to count statistics. A point was made that the practice of lending books for four weeks with no renewal privilege cuts down circulation records and is also harder on the books. Many more books are lost among those in long-time circulation.

In discussing the establishment of a music collection, it was said that many persons considered a music collection in a public library a luxury from a financial standpoint. They hold that musicians own their own books and do not lend them. The consensus of opinion was that a collection of music is desirable and if funds are scarce, women's clubs will generally help raise money in various ways.

Pearl I. Field, Chicago, supported the idea of picture collections in the library since they are especially valuable in work with the schools. Children take great pleasure in them when allowed to look over the files; housekeepers and mothers get suggestions for drapes, children's costumes, parties, etc., and the business man uses them for decoration and advertising. Such material is cheap and easily available.

A general session was held on Wednesday afternoon when "Adult education" and "Publicity" were presented.

Adult education and an explanation of the Library survey was the subject of an interesting address by Luther Dickerson, executive assistant, A. L. A. commission, Chicago. His address was listened to with interest and Mr Dickerson readily answered questions with regard to the plan and purposes underlying

the survey. Alice M. Farquhar of the Readers' bureau, Chicago public library, gave a bright and interesting survey of "close-ups in adult education" as they had come under her experience in her work with all classes of people from university graduates to many with only rudimentary knowledge of books.

N. R. Levin, assistant librarian, Chicago public library, presented the library publicity slides, showing methods of attracting attention to what libraries are doing. The slides were prepared by Joseph L. Wheeler, Youngstown, O., and are issued by the Keystone View Company, Meadville, Pa.

A banquet at which there was a feast of good things to eat was held on Wednesday evening. There might be a question as to a feast of reason, but undoubtedly there was a flow of soul. Carl B. Roden, librarian, Chicago public library, was toastmaster. The evening closed with a play—Exit Miss Lizzie Cox—written by Anne M. Boyd of the Illinois library school, and presented under the direction of Mrs Lucille Pannell of the staff of the Chicago public library. The play covered the efforts of Dr Cure-all, who, true to his name, treated everybody by book doses from his "bibliopathic institute." Miss Lizzie Cox, in charge of the public library, made her "exit" in her efforts to read all the book reviews and decide between them!

The session on Friday morning closed the meeting. The principal item on the program was an address which held the interest of the audience to the last word.

#### Books of the marching twenties

Harry Hansen of the *Chicago Daily News* discussed the physical and spiritual influences in the writing of books in America and said that it was extremely difficult to characterize the age; moreover, such generalization was always of doubtful value. But taken at its lowest terms, this was an age of great activity, of tremendous output of books; everyone who wielded a pen and possessed a dictionary was writing, and most persons demonstrated the truth of the saying that



every man has one book in him, although often it turned out to be only one. He also spoke of the revolt from the older forms of writing, both in content and method, and although fluidity has often been gained at the expense of thought, he considered this an advantage and of benefit in the end.

Mr Hansen named the popular magazine as the most destructive force in writing and in developing authors for the reason that it invariably made an impressionable author conform to a mold which had been cast by the editor because it brought him circulation, and, therefore, advertising, with heavy financial returns. The desire to reach a large circulation made it necessary for the story teller to please as large an audience as possible, and experience had shown that few men were able, like Dickens and Thackeray, to dominate their age, or express it, in periodicals and to produce literature in spite of the limitations of the magazine form. However, he said that one of the encouraging signs of the times was the growth of a small, intelligent audience which recognized quality and encouraged the writer who strove for high technical excellence, and of other small groups which tolerated experimentation, something that had been impossible in America at the turn of the century. He also observed as an encouraging sign the turning of writers to native themes and the willingness of an audience to listen to stories out of American life, told without the illusion of romance. As workers in this field he named Herbert Quick, Ruth Suckow, Willa Cather, Zona Gale, Sinclair Lewis and others. He said he had no fear that the native genius would be supplanted by immigrant influences, for it had been shown in every age and in every nation that something fundamental was always contributed by the soil, and that when a more sophisticated culture was superimposed on crude native art, invariably something new resulted from the amalgamation; that even if the Anglo-Saxon strain was displaced, America would still express itself in a native idiom of beauty and strength.

#### Resolutions

The usual resolutions were adopted. These covered expressions of appreciation and gratitude to the citizens of Bloomington who opened their homes so generously to the members of the association who were unable to secure hotel accommodations; to the press of Bloomington, particularly the *Pantagraph* and *Bulletin* whose reporters were unusually intelligent in transmitting the proceedings of the sessions; to Mr and Mrs Spencer Ewing for opening their beautiful home in such a hospitable manner and particularly for the delightful musicale on Tuesday afternoon; to the Commercial club for the automobile ride; to the officers of the association for the excellent program furnished through their indefatigable efforts; to the trustees and library staff of the Withers public library for the splendid accommodations afforded for the various meetings held in their library and at other places by their courtesy, and specially for the very capable and effective efforts of Miss Nellie E. Parham, the librarian, through whose management the delegates to the convention were so beautifully cared for after the fiasco of caring for the visitors brought about by the hotel managements. A resolution expressing the sorrow of the association at the untimely death of Dr Edwin Wiley, librarian, Peoria, extended a message of sympathy to the Peoria library staff and specially to his family.

As a token of appreciation of her success in solving a difficult problem, Miss Parham was presented with a handsome piece of silver.

Officers elected for the coming year are: President, George B. Utley, librarian, Newberry library, Chicago; vice-presidents, Mrs Rena M. Barrickman, librarian, Joliet, and Adah Patton, University of Illinois library; secretary, Nellie E. Parham, librarian, Public library, Bloomington; treasurer, Fanny R. Jackson, librarian, Western Illinois State teachers college, Macomb.

An invitation to hold the 1925 meeting of the association in Rockford, presented by Miss Jane Hubbell, was unanimously accepted. The meeting then adjourned.

### Library Meetings

**Maine**—A library conference made up of workers from Northern Maine was held at Presque Isle, October 16-17, in conjunction with the Aroostook County teachers' meeting. For the first time in the educational history of the state, a strong speaker on library topics was placed on the program of a teachers' meeting.

Adeline B. Zachert, state director of schools, Pennsylvania, was present and brought messages of practical help and inspiration. A round-table, at which Miss Zachert presided, discussed library service. Suggestions to teachers as to methods of guiding the reading of children were full of helpful ideas stimulating to thought and work. In her address before an assembly of 650 teachers and librarians, Miss Zachert emphasized the need of school libraries and made clear to her hearers that the present good of the child and the adult citizen he is to become demands that he be given an adequate knowledge of library tools in order to vitalize his thinking, lead to self-dependence and to development of greater power of initiative in later life. She emphasized the fact that library instruction in the schools is a very vital element in education, and regarded the scientific laboratory no more important than the book laboratory.

Theresa G. Stuart, head of the State Library Extension bureau, and president of the Maine library association, made helpful contributions to the discussions.

**Michigan**—There was a registered attendance of 200 at the thirty-fourth annual meeting of the Michigan library association held in Saginaw, October 15-17. The remarkably large attendance at all sessions was a compliment to the program makers.

The first session, on Wednesday afternoon, was devoted to business and reports. The report on certification showed that, in a survey of 93 public and school libraries, there was great necessity for immediate establishment of some standards of library service in the state. A similar survey will be made shortly of

college, normal and special libraries. Recommendations will then be made based on the complete survey. A definite legislative program was formulated asking for provision for adequate county library laws and for a codification of existing library laws of the state. Mrs. Mary E. Frankhauser, state librarian, reported that in the 10 months of her administration, an extension department had been established, with trained workers, and that loan and publicity work had greatly increased. She asked for the co-operation of the association, especially in securing a salary increase which would enable the state to attract and hold a high grade of workers.

At the evening session, W. W. Bishop, librarian, University of Michigan, gave an interesting account of some of the Italian libraries in which he had been doing research work. Luther L. Dickerson, Chicago, made a plea for united effort by all libraries to make a success of the A. L. A. program for adult education. In a paper on Measuring sticks, Adah Shelley, Pontiac, enumerated various tests of a library's efficiency, pointing out the direct relation between adequate budget and effective service and the impossibility of measuring mathematically the factor of personality in applying standards to personnel. Reo Williamson, Flint, in discussing developing assistants from the assistants' point of view, said that much development came through the assistant herself in seizing every opportunity for further education and training and by acquiring a thorough knowledge of her resources and the community.

In discussing the village library's opportunity, Elizabeth Briggs, Royal Oak, asserted that its possibilities are as great as those of the large library if the librarian takes advantage of her intimate knowledge of the community. She should study its needs carefully and remember that the true measure of efficiency for a library lies in how far it improves the ideals of the community. Mrs. Flora L. Born, Grand Rapids, in a thought-provoking paper on Meeting the problems of discipline, pointed out that

some discipline is inevitable in all human contact, that because the library is open to all classes and has no effectual check on its patrons, its problems of discipline are peculiar and a very careful distinction must be made between the disorder of misplaced energy and that of malicious mischief.

At the afternoon session, the association bestowed its first honorary membership, W. L. Clements, Bay City, regent of the University of Michigan, receiving the honor in recognition of presentation to the university of his wonderful collection of Americana and the beautiful building in which it is housed. Mr Clements gave a short talk on the origin and growth of this collection. Prof C. S. Larzerlere, Mt. Pleasant, reviewed available books on Michigan history and bewailed the lack of reliable works dealing with the industrial period since the Civil war. Ward Macauley, Detroit, a book-seller of many years' experience, in discussing Some modern aspects of fiction, asserted that fashions in literature are the enemies of good art, enumerating some fashions of the recent past and pointing out some of the salient characteristics of present-day novels. He urged librarians to be leaders of public opinion and not followers of ephemeral popular fancies.

The evening session began with a dinner, followed by a musical program and closed with the presentation of an original skit, Alice in Library-land, written and presented by the staff of the University of Michigan library, and which parodied the annual personally conducted tour of freshmen through the library.

At the final session, Friday morning, Mary Wilkinson, Muskegon, told of her experience while teaching in the Paris library school and of the eagerness and earnestness with which the French are working to establish an adequate library system throughout the country. S. H. Ranck, Grand Rapids, explained the A. L. A. library survey and the Personnel survey, pleading for prompt, full and conscientious answers to both questionnaires.

Officers elected were: President, Louis J. Bailey, Flint; vice-presidents, Gail Curtis, Lansing, and S. W. McAllister, Ann Arbor; secretary, Isabel Ballou, Bay City; treasurer, Frances Berry, Detroit.

**Missouri**—The twenty-fourth annual meeting of the Missouri library association at Springfield, October 23-25, opened with a reception given by the Women's clubs of the city. The visitors were welcomed by the mayor, whose address was followed by that of Dr T. W. Nadal, president of Drury college, who spoke on the value of reading. Dr Nadal cited a number of students whose lives had been immensely broadened and enriched by reading certain great books.

At the Friday morning session, H. O. Severance, librarian, University of Missouri, spoke on Adult religious education, urging librarians to coöperate with church schools and other religious organizations in an effort to increase the reading of religious literature. C. Seymour Thompson, director of the Library survey, emphasized the point that the survey is a fact-finding process and that no attempt will be made to set up standards. James A. McMillen, librarian, Washington university, St. Louis, discussed problems to be met by the university librarian and Charles H. Compton, Public library, St. Louis, discussed some recent publications helpful to librarians.

At the afternoon session, Mary Noordman, Public library, St. Louis, spoke interestingly on libraries in Holland. Miss Noordman came to America to acquire training offered by American library schools and experience in American libraries. She told of the conservative nature of library administration in her own country, of the scholarly attainments of Dutch librarians and also of their reluctance to popularize the use of libraries as has been done in America. Dr Virginia Craig, State teachers college, Springfield, gave a delightfully pungent talk on the possible uses of books, including their soporific and sedative properties as well as the results obtained from them as irritants, mentioning as an

example of the latter the writings of H. L. Mencken. She characterized the public library as the poor man's palace, books as liberators of men's minds, and considered popular government without popular education a farce. E. C. Wells, librarian, State teachers college, Maryville, spoke on high-school libraries in Missouri. These are for the most part correlated with the State teachers college which gives them much aid but Mr Wells declared that much more extensive assistance should be rendered high-school libraries by a state agency.

The association was given an automobile ride in the afternoon followed by tea at the Country club, as guests of the Library board.

Following a dinner, Friday evening, Irving Bundy, secretary of the Missouri library commission, spoke frankly of the affairs of the commission as they have been seriously affected by the reduction of the appropriation, pointing out the disastrous effect on library progress in Missouri if the state agency is to be thus handicapped. Several members urged that the association get behind the commission in an effort to secure additional appropriations from the next legislature. A committee, with C. H. Compton as chairman, was appointed to aid in the effort.

At the business meeting on Saturday morning, a committee was appointed to coöperate with the A. L. A. committee on education. Invitations from Iowa and Kansas were received asking the Missouri association to join with them in a regional meeting next year. The association expressed its willingness to join in a regional meeting but left the decision to the incoming Executive committee.

Officers elected were: Charles H. Compton, president; Helen Birch, Hannibal, vice-president; Florence B. Currie, Columbia, secretary; Mrs J. L. Lindsay, Poplar Bluff, treasurer.

**Montana**—The sixteenth annual meeting of the Montana library association was held in Missoula, October 9-11. Here are located not only the city library but

also the county library, the university library, and the library of the U. S. forest service.

The address of welcome by Mayor W. H. Beacom and greetings from Dr J. N. MacLean of the Board of trustees were followed by a business session. It was reported that the Granville Stuart memoirs, giving to the public much of the early history of the state not heretofore published, will be issued in December. The Legislative committee recommended the following qualifications for a county librarian:

A county librarian should be a library school graduate or head of a library of not less than 5000 volumes for five years, or have had a full-time responsible position in a library of not less than 10,000 volumes for three years.

The committee will endeavor to have legislative action taken on this report.

Interesting and enlightening papers were given by: Vera Snook, Lincoln county library, Libby, on County library problems; Lucia Merrilees, English department, University of Montana, on the Library and the school; and Eve Ammen, U. S. forest reserve, on Special libraries.

Dr C. H. Clapp, president, University of Montana, in his address, especially emphasized making library resources available, and the stimulation aroused by attractive surroundings. A comprehensive history of western Montana was given by J. H. T. Ryman of the Board of trustees. Mr Ryman gave the Indian origin of a number of local names and told many interesting incidents of the early history of the state.

The round-table on Technical problems, conducted by Elizabeth Forest, Montana state college, Bozeman, brought out many practical suggestions.

At the book symposium, Anne Donovan, Kalispell, spoke on the Best non-fiction; Florence Lewis, Livingston, gave a list of interesting fiction, and Alberta Stone, Missoula, recommended some children's books and gave an example of story-telling.

Officers elected are: Clara M. Main, Lewistown, president; Ida Sternfels, Butte, vice-president; Anne G. Donovan,

Kalispell, secretary; Esther Leiser, Missoula, treasurer. The next meeting will be held in Libby, October 8-10, 1925.

CLARA M. MAIN  
Secretary

**Nebraska**—The thirtieth annual meeting of the Nebraska library association was held in Omaha, October 15-17, with Miss Clara Craig, reference librarian of the University of Nebraska library, as presiding officer. There were 98 in attendance, and the meeting lacked nothing in enthusiasm and interest. The program was full without being crowded. It followed a two day library institute conducted by Miss Nellie Williams, secretary of the Library commission.

Vice-president Bruce McCulloch of the Board of directors of the Omaha public library welcomed the association and the president gave a brief resumé of library matters in Nebraska and interesting posters prepared by Miss Williams displayed the programs of the annual meetings since 1902.

At the opening session, Miss Edith Tobitt of the Omaha public library discussed the Choice of fiction for a public library. She called attention to the fact that there are more people who need to read fiction than those who read fiction to excess. She believed that there is no more vital influence in modern life than fiction, and the librarian's problem is to choose that which has a sane and well balanced view of life and real literary value. She advised against being too much influenced by the violent censors of books, who too frequently are the least qualified judges of their merit. Censorship is not the province of the public library, but rather selection. She stressed the necessity of wide general reading on the part of the librarian as a background for her wise selection of fiction.

Miss Mabel Harris, librarian of the Teachers College library of the University of Nebraska, gave a very suggestive paper on Adolescent reading. Miss Harris objected to the usual classification of readers in the library as adults and children, and would add adolescents as a third group, distinct in their characteris-

tics and needs. She believed that the business of the library was to furnish this group with the best representative literature of all kinds, but especially those "books of power," prose fiction, poetry and drama whose greatness lies in their power to cultivate taste, enrich character, and awaken minds, rather than to throw them carelessly into the adult section where the great demand is for the latest thriller. The library should, perhaps, if it cannot buy both, do without complete editions of the poets to buy attractive collections of poetry and drama if by so doing it can give something fine and wholesome to the young life of the community. She urged that "we keep our standards high for the sake of the adolescent even though we do sometimes disappoint the adults in their desires, and that we keep our standards high for the sake of the intelligent adolescent even though we do not always satisfy the simple minded. Let us not always sacrifice the two and three-story minds in the interest of the one-story, and let us not at all sacrifice the souls and minds of the growing generation for the passing entertainment of the grown-ups."

Miss Martha Fodge of the Walnut Hill school, Omaha, in a paper on The teacher and librarian in the world of books, stressed particularly the necessity of an intimate acquaintance with books for both teacher and librarian who would help children form good reading habits.

The entire morning was devoted to the report of the Committee of five on Nebraska library standards. The committee, whose members are Miss Anna V. Jennings, Miss Edith Tobitt, Miss Nellie Williams, Miss Lulu Horne and Miss Mary McQuaid, within the year sent out a questionnaire to the public libraries of the state in an attempt to ascertain the present policies of the libraries of the state along the lines of the professional relations of the librarian, finance and library administration. The results were summarized by Miss Mary McQuaid. The committee was continued, and was asked to recommend standards for the various libraries.



A very delightful lunch was served in the practice cafeteria of Omaha's magnificent new technical high-school building. Later, the members visited the splendidly equipped library. Miss May Ingles, the librarian, told of the plan of administration in taking care of the 3500 students so that each one has a library period each day, with the fullest freedom to read as he may choose.

The afternoon session was devoted to the interests of school libraries. Mr Leon Smith, assistant-superintendent of the Omaha schools, discussed Maximum use of the school library. He urged the importance of the physical features of the library, and the absolute need of a trained full-time librarian to administer it. He regretted the waste of money, frequently, in schools where the books bought were not suited to the understanding of pupils. If for no other reason, the high price of books makes it imperative that the books bought should be of interest to the largest number of people.

Mr Dwight E. Porter, principal, in discussing school libraries, contrasted the high-school training of years ago, and its idea of sequestered scholarship, with that of today, which seeks to reach every youth in the land and give to him the right attitude of life. The work of a technical high school is to emphasize this socializing process, and to give the student, if possible, a library habit for the whole of life, and reading habits that will last. The vocational trend of a technical high school is frankly but a bait to bring people of a certain type in touch with education interests. The library is the center of its program, the hub of the wheel, and the plan of giving every student at least one library period during the day has for its purpose to teach him to know the library as a tool, and also to learn a certain social self-control through the entire freedom of movement.

Miss Eleanor Wheeler of North Platte discussed the possibilities of usefulness in public library work with the schools. Carl H. Milam, secretary of the A. L. A., gave a most interesting address Thursday evening on Adult education,

pointing out that the library's contribution to adult education will in the future be in the field of supervised or directed study. The time will soon come when every library will have on its staff an educational expert who shall act as adviser to any person in the community who wishes to take up a course of study. He emphasized the responsibility of the library to keep up to the standard where they may be able to meet this need of later education on the part of people in the community who cannot attend college.

Mr Milam also gave a very stimulating report on the activities of the A. L. A. during the last year, the new publications and the lines of research which they are developing.

Sociability was not lacking at the meeting, as the chatty groups around the lobby of the library and a very enjoyable informal reception, Thursday evening, proved.

New officers for the coming year are: President, Bertha Baumer, Public library, Omaha; first vice-president, Mrs Anna Johnson, Public library, Madison; second vice-president, Madalene Hillis, University of Nebraska medical college, Omaha; secretary-treasurer, Marguerite Nesbit, Public library commission, Lincoln.

ETHOL M. LANGDON

Secretary

**New York**—Seventy members of the N. Y. catalog group met at a dinner at the Smith College club, November 11.

Miss MacPherson of the Committee on relations with the A. L. A. reported on the meeting at Saratoga and told of the forming of new regional groups all over the country. More than 200 catalogers are members of the group, and it is hoped that all members will signify their active interest by mailing their annual dues to the treasurer. Plans for the rest of the year include a trip to New Haven on Lincoln's birthday and an evening meeting in May, for which anyone interested is urged to send suggestions to Miss Hinman, New York public library. Miss Hedrich of Washington brought greetings from the Washington group, and an invitation to attend their meeting in Baltimore, November 25.

The subject for the evening—Two library step-children, serials and documents: What shall we do to improve their reputation among catalogers?—was discussed by Miss Roys of Columbia, Miss Fuller of Yale, who humorously and happily described serials as individuals, with all the pleasant and unpleasant characteristics to be found in different individuals, Miss Rapfogel of the United Engineering Societies library, Miss Keller of the Documents division, New York public library, Miss Lubetsky of the New York public library, and Miss Smith of the University of Michigan. Miss Gregory reported on the National union list of serials and described her joys and sorrows in working with these same individuals. There was no doubt that those who are really acquainted with them consider them as anything but step-children, and Miss Gregory convinced all present of the joys of such acquaintanceship.

MARGARET ROYS  
Secretary

**North Dakota**—The nineteenth annual meeting of the North Dakota library association was held in Minot, October 8-9. The State federation of women's clubs was in session at the same time. This organization has been a firm friend of the libraries of the state and there are still some libraries entirely supported by the organization.

The roll call was responded to by book reviews of night-letter length. The result was a list of very creditable presentations. Lillian Mirick, Wahpeton, emphasized the large part the library should take in giving out information in regard to the Bad Lands which is proposed as a Roosevelt national memorial park. Clara F. Baldwin, director, Library division, Department of education, Minnesota, discussed hospital library service, giving the historical background of the movement and illustrating her points by her own acquaintance with the work done in St. Paul and Sioux City hospitals. She also referred to the training course in hospital library service offered by the University of Minnesota.

At the afternoon session, in joint program with the State federation of women's clubs, two library problems were discussed. Miss Baldwin spoke on library trusteeship and urged that trustees who represent their community's relationship to the library reach out to all elements in the community. Lillian Cook, director, North Dakota library commission, interpreted the state library laws. State Superintendent of Schools Minnie Nielson pointed out the need for more education in the state and outlined what the schools were hoping to do in the coming year. Governor Nestos, in his address, gave a glowing account of the resources of North Dakota.

On Thursday morning, round-tables were held for the discussion of special library problems. Miss Baldwin gave a helpful mending demonstration; Hazel Nielson, Bismarck, discussed illiteracy and emphasized the part the library should take in furthering the movement for more adult education. Mrs Florence Davis, Bismarck, discussed methods of local application in adult education, stressing the personality of the librarian as a strong factor in getting the material out of the library and to the people.

Mrs Grant Hager opened the program Thursday afternoon with an account of her recent trip to South America and especially to Ecuador. Clara A. Richards, Fargo, speaking on Inspirational books, left with her hearers a sense of the need of such reading and pointed out many fine books which ought to be read by librarians. A poem which she read in closing made one realize the truth of her statement that need for inspirational reading may be gratified by even three minutes spent each day with a good book or magazine. Library service in small communities and ways of expanding it was presented by Mrs Stenshoel, Van Hook. The claim of good books was again presented by Cora A. Rawlins, Minot, in a talk on School-age reading—choosing reading for boys and girls.

Officers elected were: President, Mrs Jessie C. Searing, Wahpeton; vice-president, Mrs W. O. Joos, Wimbledon; secretary-treasurer, Nora Brown, Leeds.

**Ohio**—The Library club of Cleveland and vicinity held its first meeting of the season, October 28, at Lakewood public library. Judge Willis Vickery, a member of the Board of trustees of the library, and a distinguished collector of Shakespeariana, talked on Library-making: Experiences of a book collector. He illustrated his talk with a display of many of the most precious treasures of his own private library, among them a first folio Shakespeare, a first folio Chaucer, the Kelmscott Press Chaucer, and many other volumes noted for their rarity or association.

ALTA B. CLAFLIN  
Secretary

**Rhode Island**—The Rhode Island library association in coöperation with the State division of library service had its fall sessions in conjunction with the Rhode Island institute of instruction, October 30-31. An entrancing collection of books, selected and arranged by Miss Alice I. Hazeltine, supervisor of young people's reading, of the Providence public library, was on exhibition.

Mrs A. W. Congdon, library visitor of the state commission, presided at the first meeting, the keynote of which was, The library and the school, given by Miss Hazeltine in a paper on the subject. The second speaker was H. H. B. Meyer, president of the American Library Association, who spoke on Adult education, tracing its development on the continent and in England and carefully explaining the position in which the American library finds itself today.

F. K. W. Drury, president of the Rhode Island library association, presided at the second session, introducing Miss Adele C. Martin, librarian of the Westerly public library, whose subject was The negro and the public library. She drew from full and varied experiences in the South and in the "black belt" of New York City problems which are not ours in New England.

The second speaker was Miss Mary E. Hall, librarian of the Girls' high school, Brooklyn, N. Y. A wise program maker placed Miss Hall where her remarks would sum up and clinch the points made

throughout the whole convention. Her topic, The library in the high school and its relation to the school and the local library, brought another angle and different lights upon the very spots to which Miss Hazeltine had directed our attention, that is, the pupil and the book, the interest and joy of reading, and the use of reference material in the development of a better citizenry.

EDNA THAYER  
Secretary

### Interesting Things in Print

W. & G. Foyle, Ltd., London, have issued a catalog of miscellaneous books in old and modern editions and early printed classical works, also collections of Americana, colored plate books, etc. A section is devoted to modern first editions. The catalog will be sent free on application.

The Public library, New Brunswick, N. J., furnishes every week to the *Sunday Times* of that city a list of new books added to the library, with notes on popular books and such other items of information or interest relating to the library as will be of informative benefit to readers and patrons.

The *Wisconsin Reading Circle Annual*, 1924-'25, contains a list of books, regulations, diplomas and seals, certificates, promotion of Reading circle activity, etc. A part which might be particularly helpful at this time in the matter of adult education is the School Patrons' reading circle. An author and title index gives value to the compilation.

Those who have enjoyed the pithy paragraphs of William Lyon Phelps as he tells the world every month through the pages of a popular magazine, *As I Like It*, will be glad to know that the second series of these papers has been issued. For the great mass of people who read at all thoughtfully, there can be no more enjoyable, suitable or illuminating book for holiday gifts than one or both of these volumes.

A new list of 275 children's books for general reading, selected by Effie L. Power, director of work with children,

Public library, Cleveland, O., has been issued by the A. L. A. No attempt has been made to provide a complete list and the author, in her foreword, states that the compilation will have to be supplemented by technical books, books on subjects in the local school curricula and general reference books, if it is to be used as a buying list for a children's room collection. The list is intended to be one of books for children's general reading. This collection was shown at the A. L. A. conference at Saratoga Springs last June and will be sent on loan to organizations on payment of transportation charges. Definite information may be obtained from A. L. A. headquarters, Chicago. Single copies, 20 cents—special prices in quantity.

The report of the Smithsonian Institution for 1922 is not unlike former reports in the perfect mine of valuable and interesting information it contains. In its 550 pages are tucked away dissertations on every topic that can possibly engage the mind of man or find place in the decimal classification. The field of architecture, art, religion, travel, biography, reports on excavations, domestic relations, in fact the whole gamut of human knowledge, is most interestingly set forth by those whose life work is to discover interesting marvels in the history of mankind. Here is a volume that, despite a title which so many times is repellant, contains some of the most interesting writing and deserves a place in the reference room of every library in the country.

In the matter of adult education, a helpful means for the public libraries of the country would be to introduce to their readers the various reports issued by the Government, particularly the Smithsonian Institution reports. It would not only raise the general level of interest of the community in matters in themselves worth-while but add to the understanding and consequent greater appreciation of what the Government is doing for the people of the nation.

Another volume which belongs to the shelf for adult education is *Industrial*

*geography*, covering production, manufacture and commerce, by Prof R. H. Whitbeck of the University of Wisconsin. (Am. Bk. Co.) Here is a geography that is well worth the time and strength which so many adults of today will remember was wasted in learning the height of mountains, the length of rivers, the boundaries of states—all of which is to be hoped has long since been forgotten. But a geography which deals with agriculture all over the world, with minerals and other products of the earth, with their manufacture into various commodities in different places of the world, and then the interesting story of how these things are distributed over the earth through the channels of commerce, is one that makes this subject not only vitally interesting but tremendously worth-while from an economic standpoint.

The librarian of McGill university, Montreal, Dr G. H. Lomer, and Miss Margaret S. MacKay, assistant secretary, Canadian bureau of the International catalog of scientific literature, have prepared a catalog of scientific periodicals in Canadian libraries. The quarto volume of more than 250 pages, its contents arranged alphabetically with subject fullness, covers practically the leading libraries of Canada. It is to be regretted that a number of libraries for one reason or another did not coöperate. A list of such libraries is given, however, which will furnish some information in trying to locate material.

The typographical arrangement of the book is good and explanations as to arrangement and form are quite liberally supplied.

This volume is offered as a memorial to Charles Henry Gould, former librarian of McGill university, and a highly esteemed member of numerous library associations. The publication has been two years in preparation and represents the coöperative efforts of Canadian librarians from one end of the Dominion to the other.

### Library Schools Drexel Institute

The students have settled down to steady routine and there was little of outside interest offered during the month. The students on October 17 perfected the class organization. Margaret Kehl, senior assistant, Technology department, Public library, Trenton, N. J., who is on leave to attend the library school, was elected president and Jean Allen, secretary and treasurer.

Prof Robert D. Disque, head of the Drexel Engineering school, lectured on the political situation, discussing issues of the day in England and America, just prior to the elections.

The faculty has been augmented by the addition of Mildred H. Pope, who has recently come to Philadelphia as librarian of Girard college. Miss Pope will be part-time instructor.

The class in the course of inspection trips has visited the University of Pennsylvania museum, the Commercial museum, and Leary's second-hand bookstore.

On October 29 the A. L. A. library education board attended all classes of the school. It proved a pleasant occasion, both socially and professionally.

ANNE W. HOWLAND  
Director

### Los Angeles public library

The alumni association entertained the class of '25 with readings from the modern poets by Gertrude Darlow, '93, and songs by Helen G. Percey, '17, after which tea was served.

The class of '24 has established a students' loan fund in memory of June Fairfield. An appreciation of her work and several of her poems were printed in the October number of the *Pacific Unitarian*.

The class of '25 has elected the following officers: Helen Iredell, Long Beach, president; Elizabeth Armstrong, Alhambra, secretary-treasurer.

The October number of the *Los Angeles School Journal* is a library number and among the contributors are Elizabeth O. Williams,

'18, in charge of work with foreigners in the City school library, Ione M. Rider, '15, and Rosemary E. Livsey, '21.

Eric Richmond, '24, was married to Sidney N. Ardagh, October 18.

MARION HORTON  
Principal

### New York public library

The junior book selection course, the major parts of which are this year being offered in the first semester, has begun with a series of lectures by Margaret Jackson, Corinne Bacon, and Dr Frank Weitenkampf, the chief subjects so far covered being publishers, book illustration, methods and aids in selection, book annotation, quick evaluation and the selection of fiction. More time from the regular schedule is being made available for this course than in recent years and larger leeway is definitely allowed for assigned reading. In addition to this, a list of suggested readings desirable as background has been in the hands of the students since shortly after the time of registration in the summer. Another measure that promises to further general acquaintance with books is the plan of securing inspection shipments of recently appearing publications from a number of the leading publishers in rotation. A collection of about 50 books from D. Appleton & Company is now on display and this will be followed by exhibits from Holt, Dutton and such other publishers as are willing to participate.

Visits on the part of the juniors have been continued, the Children's museum, Brooklyn, and the libraries of Columbia university having been inspected in recent weeks. The Wednesday afternoon social hours for the year have begun, the outside speakers so far being Frederick G. Melcher, Marianna Woodhull and Robert Haven Schauffler.

The senior instructional courses for '24-25 are now being arranged. Those to be given this year are Art and the book, children's literature, the literature of history, school library work, special library work, advanced library administration, and book selection. The course in book selection this year will be devoted to Spanish and Italian writers. Detailed



programs of these courses will be available shortly and may be secured by addressing the supervisor of advanced courses, Library school, 476 Fifth avenue, New York. The advanced courses will be open this year to qualified auditors who are not candidates for the diploma and are not working for credit, as in the past.

ERNEST J. REECE  
Principal

#### Pratt Institute

The reception for the incoming class, given each year by the Graduates' association, took place November 6 in the Art gallery of the library. There were about 80 present, including members of 24 classes, '23 and '24 being largely represented.

The first visiting lecturer of the season, by a tradition extending over 10 years, is Dr F. P. Hill, who tells the class of the history and organization of the Brooklyn public library.

The class attended one of the sessions of the Arnold sale on November 11. It proved to be a very interesting session, with the bidding on the Stevenson items running up into the thousands.

The class of 1924 organized October 29 and elected the following officers: President, Isabel Jackson, Richmond Hill, L. I.; secretary, Florence Meredith, Elizabeth, N. J.; treasurer, Bertha A. Logan, Woonsocket, R. I.

On October 28 the school enjoyed a visit from the A. L. A. board of education for librarianship. They visited two of the classes, examined schedules and records, discussed the aims and policy of the school, and visited the several departments of the library, investigating the organization of the practical work given the students. The visit was both interesting and stimulating to the school.

JOSEPHINE ADAMS RATHBONE  
Vice-director

#### St. Louis public library

In the library booth at the recent St. Louis flower show, 18 members of the class of '25 served as custodians, a part of the regular laboratory work. Another feature of the laboratory work consists of visits to schools, each member

of the class accompanying the children's librarians as they make their regular calls to nearby institutions.

The students will have a chance to observe and assist in the teaching of the use of the card catalog to school children at the branch libraries. This is now a regular permissive part of the curriculum in the eighth grade.

Marie J. H. Noordman, '24, of Leyden, Holland, gave a talk on the libraries of Holland, with special reference to that of the University of Leyden, at the recent conference of the Missouri state library association held in Springfield.

Kathleen Adams, '24, is children's librarian at the West Side branch, Public library, Evansville, Ind.

Grace Brackman, '24, is in charge of traveling libraries, Missouri library commission, Jefferson City.

Catherine Jones, '21, is cataloging the library at St. Joseph's academy, St. Louis, and conducting a class in the use of the library at this school, and also at Maryville, Sacred Heart convent.

Elizabeth Schmidt, '24, is children's librarian, Public library, Superior, Wis.

Mary Noel White, '24, is librarian at the Swinney branch Public library, Kansas City, Mo.

ARTHUR E. BOSTWICK  
Director

#### Simmons college

Adeline Zachert passed through Boston, October 15, and spoke to the school extemporaneously on school library work.

The book selection course is being enriched by talks from experts in the academic departments of Simmons college. Dr Marks speaks on the Literature of chemistry; Mr Hilliard on Public health literature; Dr Campbell on Physics books; Mr Sutcliffe on the Literature of economics; Mrs Hartzell will discuss Social service books.

This class arranged an exhibit of books during Children's book week, which was displayed in the college library to assist the whole college group in choosing gifts for their small friends this Christmas.

Two lectures are to be given this year on the Library of Congress classification by Mr Perley of the Library of Congress.

The A. L. A. board of education for librarianship made its first visit to the

school, October 24, and the students had an opportunity to meet the distinguished librarians who compose it, at tea that afternoon in the school room.

The seniors go afield each Thursday afternoon to visit a library of Greater Boston or establishments such as Barnard's bindery or Library Bureau.

The school joined with all the college in celebrating Founder's day, October 29.

JUNE RICHARDSON DONNELLY  
Director

#### Western Reserve university

All the schools and colleges of Western Reserve university participated in the exercises incident to the inauguration of Dr Robert E. Vinson, the new president, October 9. Many distinguished visitors were in attendance.

October also brought to Cleveland members of the A. L. A. board of education for librarianship, who have been personally inspecting the various library schools. The visit was welcomed as affording an opportunity for exchange of views and explanation of methods, equipment, etc.

Jessie Gay VanCleve of the editorial staff of A. L. A. spoke to the school, October 15, on Some experiences in editing. The students gained a vivid impression of certain activities at A. L. A. headquarters and the requirements of editorial work.

The following instructors have begun courses: Prof G. C. Robinson, College for women, W. R. U., Principles of education; Prof Clara L. Myers, also of the College for women, Foreign literature in translations; Pauline Reich, librarian, Carnegie west branch, Cleveland public library, Loan systems.

Students had the opportunity, October 28, of hearing Judge Willis Vickery, the well-known book collector, discuss his experiences as a book collector and to see some beautiful examples of rare books and fine bindings from his library.

The exhibit of the best 50 books of 1924 shown by the American Institute of graphic arts at the Rowfant club, Cleveland, gave another opportunity for seeing beautiful books—examples of some of

the best modern printers, with informing explanation by Prof Ege of the Cleveland school of art.

ALICE S. TYLER  
Director

#### Anna Perkins Mason

Mrs Anna P. Mason, supervisor of work with children in the Public library, St. Louis, died on Saturday, November 22, in St. John's hospital of that city.

On the death of her husband in 1911, Mrs Mason entered the training class of the St. Louis public library and a year later entered the service of the library, in which she continued until her death. She became greatly interested in the work with children and was for several years children's librarian at the Divoll branch, whence she was promoted to branch librarian, serving at the Barr and Carondelet branches until her further promotion to the head of the children's department. Her untimely death, which occurred after a year's serious illness, is a great loss to the work in the library. She will be greatly missed by a large circle of devoted friends.

Mrs Mason was a woman of unusually fine character and broad attainments. Her ideas in connection with her work were original and striking, and her capacity for straight thinking and hard work enabled her to realize them in an unusual degree. She was the author of a scheme for teaching the use of the library to school children, which she first put into practice at the Divoll branch library and which has now, by authority of the St. Louis board of education, been extended to the whole library system.

While at the Carondelet branch, Mrs Mason wrote and produced with the aid of the staff of the Cleveland high-school, an elaborate pageant of education in St. Louis, featuring the part taken by the Public library. She was a frequent contributor to library magazines and has read valuable papers at library conferences, both those of the American Library Association and of the library associations in Missouri.

ARTHUR E. BOSTWICK

## Department of School Libraries

### The Librarian as a Promoter of Good Reading Among Students<sup>1</sup>

Charles B. Shaw, librarian, North Carolina college for women, Greensboro

My childish perversion of an old saying ran:

Not what we give, but what we share;  
The gift without the giver is—rare!

Today—I hope not childishly—I want to pervert another old saying. Though we have all been brought up on the copy-book maxim that “Not failure but low aim is crime,” I submit that we must radically alter this sentiment before it can be applicable to the subject under discussion. We must, indeed, reverse it. Too high aim is apt to be our crime. From the classics of antiquity through the ages down to the masters of the Victorian era, we err in the loftiness of our contemplation, and—more practically—in our book provisions for and book recommendations to inquiring readers. We suffer, in a phrase, excessive highbrowism.

No one of us, I dare hazard the statement, wants or adheres to a strict literary diet of Aristotle, Virgil, Moliere, Goethe, Dante, Shakespeare and similar luminaries. Unlike the phantom of delight, they are creatures too bright and good for human nature's daily food. But, all too frequently, we college and university librarians provide in any reasonable quantity only such classic fare: we furnish frugally, if at all, lighter, more easily digestible, and, frequently, more tasty dishes. And yet we wonder why our young dyspeptics rebelliously refuse the intellectual food we proffer them, and turn instead from the libraries to satisfy their voracious reading appetites on the *Cosmopolitan*, *True Stories*, *Pollyanna*, or the *Northwest Mounted Police*. It is the normal human reaction—to fly from a distasteful extreme to the other extreme.

To replace these scorned classics and to banish the ensuing lure of the shoddy

and falsely glamorous (the fourth or fifth rate), we need then to cultivate in ourselves and in our constituents a flair for the second rate and the worthy contemporary. Or more correctly, perhaps, to supply in larger quantities the products of the second rate and worthy contemporary. In a large way the demand exists and need hardly be cultivated. If you disbelieve me, compare the book cards in your copies of Ben Johnson and Eugene O'Neill, Edmund Spenser and A. E. Housman, Boswell and Strachey, Montaigne and Chesterton, Samuel Richardson and H. G. Wells, St. John Mandeville and Harry Franck, Thucydides and Van Loon, Aristotle and John Dewey. These are straws to show which way the circulation winds blow.

Library use of the classics is largely prescribed and compulsory; other reading is largely voluntary and the natural response to mental stimulations the student does or should receive in his daily life. The student's notions of politics and international relations will receive far more real, vital and appropriate stimulation from, let us say, Kent's *Great game of politics*, Burton Hendrick's *Life and letters of Walter Page*, or Norval Richardson's *My diplomatic education*, than they will from the Aristotelian and Platonic classics on the theory of government. Harry Franck and Frederick O'Brien will be far more entertaining and more profitable companions in wandering around the world than Marco Polo and Sir John Mandeville. John Burroughs will reveal nature to more college students than will Gilbert White. For interest and value to the general student I will back Lytton Strachey and Gamaliel Bradford against Plutarch. I think the average student would even rather accompany Carl Sandburg through Chicago than Dante through Hell. Our younger generation will get more “kick” out of Shaw than Shakespeare. Bacon was a wise essayist, but Bacon three centuries old is not to the taste of the current col-

<sup>1</sup>Read before College section, Southeastern library association, Asheville, N. C., October 17, 1924.

lege generation. And century old Lamb is not much better. Matthew Arnold will rank higher as a literary critic than William Lyon Phelps, but I imagine that in this year of grace Yale outshines Oxford as a beacon light to readers. These are but random comparisons to support my contention that the librarian's share in the promotion of good reading is almost wholly a matter of placing second rate and contemporary books on the shelves of his library.

Once we have agreed on the kind of books that the librarian may legitimately provide for his students there is little that is new that I can say. We can stimulate good reading—a bit, perhaps—by example. A bit more by precept and by judicious and tactful personal admonition. Still more by coöperating with our faculties in the maintenance of a general cultural atmosphere—an atmosphere of discussion and intellectual inquiry. Even more by including in our purchases books that are known to be of current pertinence—titles recommended by a popular instructor, by a visiting lecturer, or on “popular” lists such as those that appear in the *Bookman*. And most of all, we can stimulate good reading by a free and varied display of our wares, for to the properly prepared and normally receptive college student good books will “sell” themselves.

Bulletin boards with jackets displayed, ribbon arrangements on the shelves, posters, attractive reading lists—all this is—in the slang phrase—“old stuff.” Other mechanical means may be brought out in discussion here.

But, as I see the problem today, the most fruitful field for discussion lies in the standards of book selection that will govern the contents of our stacks. It is perhaps improper to interpolate here what should have been prefatory remarks, or what may seem to be axiomatic principles, but they may obviate a possible misunderstanding. All college and university libraries have one fundamental, primary function: the collection and conversion to their proper use of the book materials of education. These materials are largely found in classic, stand-

ard or technical works in all fields of knowledge. Such classic, standard and technical works must be the foundations on which any worthwhile college or university library is built.

In addition, however, to the formal and curricular educational work performed by colleges and universities and their libraries, most institutions aspire to an informal and extra-curricular cultural improvement of their students. It is with this extra-curricular improvement, with a particular portion of it—the attempted cultivation of good reading—that we are here concerned.

Let me express the proposition algebraically. Let  $a$  stand for the regular class work of college students. Let  $x$  stand for the large necessary collection of classic, standard and technical books. Then  $a$  corresponds to  $x$ . Let  $b$  stand for this extra-curricular improvement, this outside reading. Shall  $b$  then correspond to  $x$ —or to  $y$ , a relatively small additional and supplementary collection of second rate and worthy contemporary books? I believe that the  $y$ 's have it.

As a suggested slogan of this quest for the promotion of wide worthwhile student reading I offer the paraphrase:

Ring out the very old and very best,  
Ring in the fairly good and new.

#### The Normal School as a Promoter of School Library Service<sup>1</sup>

Sadie T. Kent, librarian, S. E. Missouri State teachers college, Cape Girardeau

The old conception of the function of a normal school library, that it is limited in scope to providing reference for the students within the school, has been replaced by the larger conception of the library as a community agency with duty and opportunity to serve people outside the school itself. Two ways of doing this suggest themselves. The primary and most important is the function of the institution to train teachers who can serve communities in library matters. This service consists not only in organizing and administering libraries but, more important still, in the creation of interest

<sup>1</sup>Read before School Libraries section, A. L. A. conference, Saratoga Springs, July 2.

in books and literature. The second general service of the normal school or teachers college library is direct help given to other schools in the solution of their library problems. This is an attempt to set out briefly the way in which one teachers college library undertakes to perform these two services.

Obviously what is to be done in preparing teachers to serve their schools in library matters is determined by two considerations—one, their previous training and present attitude toward these questions, the other, the conditions under which they are to work as teachers. A survey of both these problems reveals these facts: 1) That many prospective teachers know nothing of library organization and methods, and 2) what is more deplorable, they have little or no knowledge of books or literature and, consequently, no interest in either. Most of these people will teach in communities without libraries and without much interest in books and reading. It is obvious, then, that they cannot go out to serve as efficient teachers, without much work with them, to arouse their interest and to give them information regarding books and methods of using them. If these facts are kept steadily in mind, the purpose and meaning of the work described here will be clear.

Our students, who are prospective teachers, are trained in the use of books and libraries, not only that they may use the library themselves but also that they may teach the children who come under their care its use, and that they may organize and administer libraries in the schools where they are to work. For this purpose, courses in library methods and library organization are given.

That our teachers may go out with the ability to place the right book in the hands of the right child at the right time, courses in children's literature are given. The aim of these courses being not only to familiarize student teachers with the best in the world of children's books, but also to teach the principles of book selection.

The modern conception of the school library is that of a laboratory fully equip-

ped with the necessary tools to handle properly the reference books, bibliographies and indexes of the library. The normal school library has, therefore, the unique service, as stated, of introducing these tools of information to coming generations by sending out graduates who understand their use. They should also be made to understand that the library as a place for inspiration and for creating a taste for good literature is equally important with the library as a laboratory. This can be done by example rather than precept. To meet these several problems our college library makes use of various devices, constantly striving to impart an acquaintance with books and through this acquaintance to encourage more extensive reading.

Much use is made of the beautiful illustrated editions, so grouping them that they attract and hold the interest of the student. Browsing among this type of books may do more to create a taste for good literature than any amount of formally required supplementary reading.

Attention is directed to books of travel and adventure by the grouping of maps and books together. The maps are shown with bright colored strings leading to books giving information concerning country to which the string is attached. The guide books, railroad folders and descriptive literature sent out by the Travel bureau are used as a component part of this display to create a desire to read books of this type. Not only do we use maps that foster interest in things geographical but we use the Map of good stories gotten out by the Syracuse public library in the same way. This has proved very stimulating in creating an interest in reading the books featured.

From time to time as new material comes in, the library compiles and posts lists of books of interest to the various departments. These lists supplement the material already on hand and call attention to supplementary material that may be obtained.

To show the students—our future teachers—that the library is an indispensable laboratory within the school for the



preparation of all school work, various projects are carried on from time to time. These projects vary in their nature and character, as: Posters shown for all special occasions and days; collections of books and pictures grouped and displayed on subjects of current interest; a bulletin board used for clippings on which the events of the day are posted. These constantly changing bulletin boards, the exhibits of local history, birthday and anniversary material, weeks observed, art exhibitions and beautifully illustrated books, are in themselves an education for the students as well as being suggestions to them as teachers.

To create the desire for an accumulation of illustrative material and to foster a deeper appreciation for and acquaintance with good pictures, a continuous exhibit suitable for all schoolroom purposes is constantly displayed, changing the pictures from time to time. With the pictures, information as to the source and cost is given.

New textbooks and books on methods from the publishers are so grouped that prospective teachers may examine the many texts in their particular field, under the guidance of the teacher in charge. These are shelved as a unit and made easy of access. This service, given by the library, we hope will greatly aid teachers in the selection of their own texts later on.

The school library exhibit which is given annually for the Teachers association is our most pretentious activity of the year. This exhibit of library equipment, books, pictures, maps, etc., grouped by departments, demonstrates the use teachers may make of a school library, and it represents in graphic form what the library does for the entire school. The purpose of the exhibit is to stimulate and encourage the organization and administration of school libraries. Care is taken to make plain to teachers the ease with which much valuable illustrative material may be secured, and also how it should be used and cared for. As a direct result of these school library exhibits, many teachers have gotten the inspiration for organized libraries.

In the sending out of traveling libraries, the larger public outside the library walls is served. In our own library, at this time, the service is limited necessarily to provide carefully selected sets of about 50 books. These are sent to the 20 demonstration schools in as many rural communities of the district. The libraries sent out are organized very carefully, and we hope they may serve as an idealizing force for each school and by a silent appeal set the standard for the school library. This phase of our work—traveling libraries—is supplemented by the furnishing of textbooks and the necessary reference books to the students taking courses outside, either by correspondence or at extension centers.

The bibliographic work done for all schools that request it is perhaps one of the most potent forces used for introducing the school world to modern library resources. This service is especially helpful to those schools that are promoting literary contests—declamatory, oratorical or debate—yet have no library tools with which to work.

A further extra mural service is rendered by giving to teachers in service who are without library training some instructions in library technique. This is done by means of a carefully prepared bulletin, by letters and circulars, and by extension center visits. In some cases, this help goes to the extent of classifying and organizing the high-school library, either by a visit of a member of the library staff to the school or by work with lists of books sent in from the school.

From these activities set out, may be seen some of the efforts that are being made to inculcate and foster the library spirit that our students, who are students today and teachers tomorrow, may go out with the school library vision and spread the school library idea. It is in this spirit of service that the various activities of the library are pursued, for we heartily agree with him who said, "The library spirit is more than technical details—more than expertness in the use of books. It is enthusiasm for books and willingness to serve."

### Coöperation with Schools

An interesting experiment was carried on last year and is being continued this year by the Public library, Dayton, O., for securing as nearly as possible complete registration of children in both public and parochial schools as library users.

Last spring a regular campaign was inaugurated to increase the number of card holders and serious users of the library. This was followed by a Summer reading contest which amounted to holding a summer school in reading and which was participated in by 541 entrants. Each reader reviewed orally or in writing every book read, to some one of the children's librarians. By this means, 5477 attractive, well selected books, constituting a fairly balanced ration of contents, were read. Among the readers, 12 races and nationalities were represented. In July and August nearly 1000 children took out library cards for the first time and many children, because they have heard of the good books other children enjoyed through it, are still asking for the summer reading list—Adventures in Bookland.

The library is urging that teachers coöperate still further in securing quality in the kind of books read as well as quantity. It is hoped to bring this about by working out a system of credits for library reading which would in measure influence selection. From year to year, statistics show that the children of Dayton, as a rule, read a higher per cent of non-fiction than do the adults. During the past year, the children read 40 per cent fiction and 60 per cent non-fiction, while their elders practically reversed this ratio.

Encouraged by the success of their efforts in the past year, those in charge are laying their plans for a more extended campaign for still wider use of the library by the schools.

The teachers are responding very satisfactorily to the efforts of the library and Miss Doren and her staff are looking forward to another year of very definite and valuable results.

### How to Care for Roll Maps and Charts

The following method, devised a few years ago in the New York state library, seems an effective and inexpensive way to care for roll maps and charts that accumulate in any library. It is an adaptation of the common newspaper rack and can be built by a local carpenter.

The pegs, of one-half to three-quarter inch material, about five inches apart, at an angle of 60 degrees, extend about four inches from the uprights which are fastened against the wall, so that the whole occupies very little space. Uprights about two and one-half feet apart will accommodate most maps, or a rack with three uprights may be built if the maps are long or numerous.

A tag attached to one end of each map stick gives country or title, date, engraver, publisher, call number and other pertinent information, and will enable one to recognize the map without unrolling it. It will also save time in arranging maps.

Maps may be arranged alphabetically by country named on the tag or may be classified and filed by classification number. Map numbers may be shortened considerably by using the parentheses around the geographic number, as is done in the Brussels adaptation of the Dewey classification. For example, (742) is used for maps of New Hampshire.

HELEN GRANT CUSHING

University of New Hampshire library

The current demand for books of non-fiction acclaims the increasing appreciation of the importance of books. The libraries and the schools have seen the influence in citizenship building books taken home by the children and read to the whole family in the foreign districts. One teacher reports that parents and "boarders" send in requests for books that the children have talked about, adding, "I firmly believe that through good books in the hands of the children we can do more to teach American ideals and citizenship than in any other way."

## News from the Field

## East

Charlotte Ford, Simmons '18, is in the office of the Alumni records, Dartmouth college, Hanover, N. H.

Robert M. McCurdy, N. Y. S. '03, has been appointed librarian of the New Hampshire state library, Concord.

Catherine Pratt, Simmons '12, is now head of the cataloging department, Elmwood public library, Providence, R. I.

Carolyn Towle, Simmons '23, has given up her position in the Attleboro public library, and is taking a special course at the Perry Kindergarten normal school, Boston.

Edith Burrage, Simmons '04, has resigned from the staff of the New York public library on account of the illness of her mother, and will be at her home in Lancaster, Mass., for the winter.

## Central Atlantic

Anne V. Taggart, Pratt '10, has recently joined the Index department of the *New York Times*.

Elizabeth H. Sheach, Pratt '24, has joined the cataloging force at the Columbia University library.

Josephine H. Brotherton, Pratt '23, has been made assistant cataloger at Vassar College library.

Emma Williamson, Simmons '19, is on the staff of the National Bank of Commerce library, New York City.

Harriet D. McCarty, Pratt '98, has been made head of the lending department of the Carnegie library of Pittsburgh.

Phebe Romig, Simmons '22, is manager of the bookstore of the Publication and Sunday School board, Philadelphia, Pa.

Cecile Watson, Pratt '14, on the staff of the Hillside Center branch of the Free library, Endicott, N. Y., has been appointed librarian.

Edward F. Rowse, N. Y. S. '25, has been appointed to succeed Peter Nelson as head of the manuscripts and history section of the New York state library.

Marian Price, N. Y. S. '16, librarian of the Parlin library, Everett, Mass., has resigned to accept the librarianship of one of the branches of the Carnegie library of Pittsburgh.

Helen Salamann, N. Y. P. L. '14-16, for some years head of the business and technology department of the Public library, New Haven, Conn., has been appointed librarian of the Jervis library, Rome, N. Y.

Mrs Ula W. Echols, Pratt '21, head of the children's department of the Public library, Omaha, Neb., is working for a degree at Columbia as well as serving as reference assistant at the Fort Washington branch of the New York public library.

Peter Nelson, N. Y. S. '06, has become assistant state historian, New York state education department. He has been connected with the manuscripts and history section of the New York state library since 1910 and head of the section since 1920.

Two more New Jersey counties voted three to one, at the last election, to establish county libraries, according to a report from the New Jersey library commission. The report also states that 25 new libraries were established during the past year and 113 new traveling library stations opened, making the total number in the state 1129. The opening of six county libraries reduced the number of traveling library stations from 1682. During the year, 2913 traveling libraries were sent out and books were sent out upon 47,382 special requests for study and serious reading. Five new buildings have been erected and two more are under way. Courses in library work were held by the commission at Navesink, with an enrollment of 62 students and 48 visitors.

The annual report of the Public library of the District of Columbia records a year of increased activity and consequent usefulness. The call is still strongly sounded for branches to relieve congestion at the central building. The Southeastern branch completed its first full year with a circulation of 130,000v.

A second branch has been made possible through the generosity of the Carnegie Corporation but as yet no appropriation for operating the branch has been made, indeed, no provision has been allowed for branches in the public schools for 1925. The library staff is still insufficiently paid to enable the library to retain their trained service very long. In the recent reclassification of government library service, appropriate allocation for 68 out of 97 positions was secured.

During the year the library circulated 1,136,222v., and 99,259 mounted pictures, a decided increase, in a population of 475,966 through 170 agencies. Number of staff, 112; number of volumes on the shelves, 256,515; total number of registered borrowers, 59,673.

An interesting comparison is that made in "Steps that mark progress" and "Steps that simply mark time."

#### Central

Clara Hall, Simmons '24, has been appointed children's librarian of the Public library, Lorain, Ohio.

Mrs Adria Hutchinson Grimsley, Pratt '17, has joined the staff of the Public library, Des Moines, Iowa.

Alice Humiston, Simmons '11, is in charge of the catalog department of the Minnesota Historical Society library, St. Paul.

Mary Brown Humphrey, Pratt '18, has taken the position of reference librarian in charge of documents at the University of Iowa.

Mildred L. Methven, N. Y. S. '22-'23, has resigned her position in the Public library, Minneapolis, to become librarian of the Public library of Faribault, Minn.

Dorothy Dean, Simmons '23, has resigned from the Public library, Evansville, Ind., and will be at home this winter at 65½ Calhoun street, Battle Creek, Mich.

Mrs Bertha Putney has been appointed librarian of the Public library, Urbana, Ill., beginning her work in November. Mrs Putney succeeds Ida B. Haines, resigned.

Ida B. Haines who has been librarian of the Public library, Urbana, Ill., for 50 years, has resigned. Miss Haines leaves the library with the best wishes of its patrons and the citizens of Urbana in general.

The Public library, Lima, O., has recently opened a school and community library in the city's industrial district. The library is housed in a new high school. Mary Jessie Crowther (Pittsburgh), formerly branch librarian, Gardner, Mass., will have charge of the new library, beginning her duties, December 1.

The Public library, Centralia, Ill., celebrated the fiftieth year of its service, October 27-28. Music and reminiscences, with the planting of memorial trees and a pageant made the occasion one of note. The principal address was made by Lorado Taft, professor of art, University of Chicago and University of Illinois. The librarian, Celia M. Miles, who has witnessed the growth of the library from the days when it was a small institution, 27 years ago to the present time, received high commendation from the Library board, accompanied by a gift of gold.

The Musical Arts association of Cleveland, Ohio, which is sponsoring the development of musical taste in that city, counts the Cleveland public library as one of its aids. This is evidenced by the lists of music books and scores in the Public library which are included in all the advertising matter which the association sends out. The Cleveland orchestra and the Cleveland Institute of music follow suit and there is no reason for musical people of Cleveland to be unaware of the fact that music scores and books about music may be borrowed free from the Public library. Special reading lists relating to performances are published in the programs of the Cleveland orchestra and other musical organizations of the city.

#### South

Marguerite Doggett, N. Y. P. L. '17-'20, reference librarian, Agricultural college, Clemson, S. C., has been appointed librarian of the college.

Eliza Jane Rule, for 12 years librarian, Oklahoma college for women, Chickasha, was married, November 12, to Alvin Murphy, of Knoxville, Tenn.

Clara VanSant, formerly branch librarian, Public library, Seattle, Wash., has been appointed librarian of the Oklahoma college for women, Chickasha.

#### West

Florence Fasel, children's librarian, Public library, Boise, Ida., was married, October 12, to Forrest E. Pitts. Mrs Pitts will continue her service in the library.

#### Pacific Coast

Gertrude Gehman, L. A. '22, has been appointed cataloger for the high-school libraries in Seattle, Wash.

Hope Potter, Simmons '13, has been appointed librarian of the High-school library, South Pasadena, Cal.

Jeanne Johnson, Pratt '12, formerly head of the cataloging department of the Public library, Tacoma, Wash., has taken a similar position in the Los Angeles County free library.

Louise E. Jones has been appointed principal of the school and teachers' department of the Public library, Los Angeles, Cal. Miss Jones succeeds Faith Smith who resigned to join the staff of the University of California library. Other appointments in the Public library are: Katherine Kendig, head, general literature department; Miss Van Tyne Smith, head, fiction department, and Susan Balentine, librarian, Central Avenue branch.

#### Foreign

Hana Kato, Pratt '22, has joined the staff of the library of the Imperial university of Tokyo, Japan.

The thirty-fifth annual report of the Public libraries of Belfast, Ireland, records an increase in work. The circulation of books for reference and home reading amounted to 755,747v.; number of borrowers' tickets, 27,737; number of books available for use, 110,802. An interesting item in the report is that giving the occupations of the borrowers using 228,438v. from the lending department.

The wonderful John Rylands library, Manchester, England, celebrated its twenty-fifth anniversary, October 6. The occasion attracted scholars from all parts of the world. Dr Henry Guppy, who has been librarian since the library began, was the recipient of much commendation for the splendid work he has performed in the period of the library's existence. The chief feature of the celebration was the announcement of the remarkable gift to the library of 20,000 broadsheets, proclamations, bulletins and placards relating to the period of the French revolution, the Restoration period, and a collection of proclamations issued in Tuscany between 1543 and 1793. No other such collection exists, and many items in this collection are not to be found even in the *Bibliothèque Nationale*.

The Rylands library was opened in 1899 as a monument to John Rylands by his widow, with 70,000 volumes and fewer than 1000 manuscripts. Today it contains over 300,000 books and 10,000 manuscripts, many of them unique and all of them rare.

**Wanted**—Children's librarian and loan desk assistant. Give education, experience, references, age and salary expected. Parmly Billings library, Billings, Mont.

**Wanted**—Children's librarian with library school training and experience. Grade school stations are an important factor of the work. Address Margaret Hickman, librarian, Public library, Rochester, Minn.

**Wanted**—Public library in city of 35,000, 75 miles from New York, wants experienced general assistant. Salary in proportion to education and experience. Address, A. M. L., care Library Dept., Library Bureau, Chicago.

**Wanted**—Large library in Middle West city wants head cataloger to fill vacancy for one year beginning, January 1, 1925. Must have college education, library school training and considerable experience. Address E. L. M., Library department, Library Bureau, Chicago.



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